DOCUMENT RESUME

ED 180 996 SP 015 397

AUTHOR	Yarger, Sam J.; Mertens, Sally K.
TITLE	A Content Analysis of the First Teacher Centers Program Proposals.
INSTITUTION	ERIC Clearinghouse on Teacher Education, Washington, D.C.
SPONS AGENCY	National Inst. of Education (DHEW), Washington, D.C.
PUB DATE	Feb 80
NOTE	100p.
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	*Content Analysis; Federal Aid; *Program Content; Program Evaluation; Program Planning; *Program Proposals; *Project Applications; *Teacher Centers
IDENTIFIERS	Information Analysis Products

ABSTRACT

Five hundred program proposals to the new federal Teacher Centers Program were analyzed with the aim of determining how educational leaders, especially teachers, see the potential for teacher center development. The rationale and process for content analysis is discussed. Descriptions of teacher center proposals are presented and comparison is made of the top-ranked and bottom-ranked proposals. A typical proposed teacher center is described. Appended are a proposal description form, data tables for 407 teacher center proposals, histograms of budget distributions, and a summary of comparisons of top-ranked and bottom-ranked proposals. (JD)

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A CONTENT ANALYSIS
OF THE FIRST TEACHER CENTERS PROGRAM PROPOSALS

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EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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SP015397

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Washington, DC 20036

February 1980 SP 015 397

The ERIC Clearinghouse on Teacher Education is funded by the National Institute of Education. The material in this publication was prepared pursuant to a contract with the National Institute of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under government sponsorship are encouraged to express freely their judgment in professional and technical matters. Prior to publication, the manuscript was submitted to external referees for critical review and determination of professional competence. This publication has met such standards. However, points of view or opinions do not necessarily represent the official view or opinions of the Clearinghouse, or the National Institute of Education.

CONTENTS

FOREWORD v

ACKNOWLEDGMENTS vii

CHAPTER I: RATIONALE AND PROCESS FOR CONTENT ANALYSIS 1

Rationale for Analysis 1
Analysis Process 2
    Development of Proposal Description Form 3
    Training of Analysts 3
    Translating Descriptions for Computer Coding 4
    Training of Coders 5
    Coding 6
    Translation of Budgets to Computer Forms 6
Summary 6
Notes 7

CHAPTER II: DESCRIPTIONS OF TEACHER CENTER PROPOSALS 8

Applicants 8
Service Area Demographics 9
Policy Board 10
Personnel 11
Needs Assessment 13
Program 14
Evaluation 16
Budget 18
    Personnel 18
    Incentives 19
    Contractual 19
    Consultants 20
    Professional Resources 20
    Equipment 20
    Travel 21
    Supplies 21
    Budget Summary 21
Summary 22

CHAPTER III: COMPARISONS OF TOP- AND BOTTOM-RANKED PROPOSALS 24

Why Compare? 24
Possible Approaches for Comparisons 25
General Comparisons of Top- and Bottom-Ranked Proposals 25
Comparisons by Dimension 27
    Applicants 27
    Service Area Demographics 27
    Policy Board 28
    Personnel 29
    Needs Assessment 29
    Program 30
    Evaluation 31
    Summary 31
Comparisons of Budget Data 31
    Total Budget 31
    Specific Budget Categories 32
    Budget Summary 32

CHAPTER IV: GOING BEYOND THE CONTENT ANALYSIS DATA 34

A Typical Proposed Teacher Center 34
Technical Assistance--Regulation Improvement 36
    Needs Assessment and Evaluation 36
    Role of Policy Board 37
    Role of Teacher Center Staff 37
    Documentation and Dissemination 38
On with the Task 38

APPENDIX A: PROPOSAL DESCRIPTION FORM 39

APPENDIX B: DATA TABLES FOR 407 TEACHER CENTER PROPOSALS 51

APPENDIX C: HISTOGRAMS OF BUDGET DISTRIBUTIONS 71

APPENDIX D: SUMMARY OF COMPARISONS OF TOP-RANKED AND
  BOTTOM-RANKED PROPOSALS 83

FOREWORD

There is probably no greater reflection of the state-of-the-art in any particular educational approach funded by the federal government than the collective case presented by all of the applications submitted in competition for funding. Each application represents some of the best thinking of a local area regarding needs, priorities, resources, and strategies.

Given the required extensive involvement of the teacher center policy board from start to finish in application development, we believe the strongest possible case for this application/analysis version of the national scene could be made for the new federal Teacher Centers Program. Almost 500 applications were submitted in the first year of the program. These 500 proposals represented thousands of hours of deliberations by a cross section of educators, and comprised more than 100,000 pages of thoughtful information about how educational leaders--especially teachers--saw the potential for teacher center development.

We are convinced that the Teacher Centers Program applications are an unequalled source of information about the country's reaction to the program's legislation and regulation and about the readiness of the field to implement centers. Because of our desire to learn as much and as quickly as possible to accelerate the development and growth of centers, we initiated a thorough analysis of the proposals submitted in the first year of the program. In this monograph, the primary investigators share their story with leaders in teacher centers and teacher education.

Although we had few preconceived ideas about what the 500 proposals would say, we had many important questions that we hoped a content analysis would answer. Would the teacher center policy board really be representative of all teachers in a service area? How large would the typical policy board be? Would many policy boards include significantly more than the simple teacher majority required by the regulation? How many proposers would choose to have the community represented on the policy board even though not required by the legislation? Would most centers serve small areas and small numbers of schools, or whole school systems? What percentage would aspire to serve multiple districts? Did the higher education applications differ substantially from those submitted by local education agencies? Could a correlation be shown between the ranking of proposals and the amount of money that they included in their budgets for evaluation? What percentage of the proposed instructional staff and of the consultants and "experts" would be teachers? And what if the analysis showed that the highest rated proposals did not differ significantly from those ranked at the bottom? On this last question, we were a little nervous.

The questions seemed endless. You have only to read on to learn which of them were covered, and to arrive at your own conclusions about the value of this challenging project. If you are left with unanswered questions after you read this report, you may want to communicate with the authors to explore other correlations. More findings are possible as the data are coded and stored in a computer at Syracuse University.

We express our deepest appreciation to Drs. Yarger and Mertens, and to all who helped them produce what we believe is the most important statement to date about the federal Teacher Centers Program. With minimal resources and many competing responsibilities, they did a remarkable job. Their work should be of enormous benefit to everyone interested in the development and analysis of teacher centers. We thank Syracuse University and the Dean of the School of Education for their generous support. Finally, we extend our thanks to the ERIC Clearinghouse on Teacher Education, and to its current and former editors--Ms. Sharon G. Boardman and Mrs. Lana Pipes, respectively--for their assistance in producing this monograph. The Clearinghouse has now published seven major monographs on teacher centers, all of which are available in the ERIC microfiche collection.

ALLEN SCHMIEDER
CHARLES LOVETT
Teacher Centers Program
U.S. Office of Education

Editor's Note: Readers are encouraged to send their comments on this and other Clearinghouse publications to the Clearinghouse Editor. In addition, the Clearinghouse invites readers to submit related documents for possible inclusion in the ERIC data base. Documents can be curriculum guides, instructional materials, conference speeches, and other kinds of nonjournal material. For details, contact the Senior Information Analyst, ERIC Clearinghouse on Teacher Education, One Dupont Circle, NW, Suite 616, Washington, DC 20036.

SHARON G. BOARDMAN, Editor

ACKNOWLEDGMENTS

Far more people contributed to this effort than can possibly be thanked individually. Any project that is as complex as this content analysis demands efforts above and beyond the call of duty by many professionals. That is particularly the case when all of the efforts are being contributed voluntarily. Thus, those whose names are listed here, as well as others whom we hope will not feel slighted, are the recipients of our gratitude for their demonstration of true professional commitment.

Allen Schmieder and Charles Lovett from the Teacher Centers Program not only committed time and effort, but in many ways were responsible for initiating and supporting the idea of a content analysis. They worked with the support and cooperation of Tom Carter and Bruce Gaarder from the Division of Educational Systems Development. Drew Lebby from the National Diffusion Network was also very supportive. William Smith, interim Commissioner of Education, helped as well in his former role as Teacher Corps director. Finally, Saundra Freeman and LaVerne Washington from the Teacher Centers staff put forth much time and effort to analyze proposals.

Both the National Education Association and the American Federation of Teachers offered not only advice and counsel, but also commitment and effort. From NEA, Roy Edelfelt, Don McComb, and Carmel Sandoval gave unstintingly of their time. Representing AFT, Pat Weiler worked diligently and was an immense help in the initial stages of the project.

Some of the volunteers came from state education departments. Particularly helpful were Stan Cobb from the Oklahoma State Department of Education, Arnette Rauschel from the Illinois Department of Education, and Kathrine Farquaher from the Massachusetts Department of Education.

Support also came from those at Syracuse University. Gary Galluzzo devoted many hours to reading and analyzing proposals. David Kleinke and Michael Green worked hard to accommodate all of the data into a computer program. The work could not have been accomplished without their help.

To the school officials and students from Henninger High School in Syracuse, N.Y., we extend our thanks. Their willingness to translate many pages of verbiage to computer forms was an important aspect of the project.

Others as well should receive special mention, but the list of names would transcend the limits of a traditional acknowledgment section. To those whom we do not name, we say thank you.

CHAPTER I

RATIONALE AND PROCESS FOR CONTENT ANALYSIS

On October 12, 1976, President Gerald R. Ford signed Public Law 94-482 establishing a national Teacher Centers Program. Regulations for implementation, written after the signing, required that proposals be submitted by policy boards consisting of a majority of classroom teachers. Ninety percent of the federal funds to be awarded were earmarked for distribution to local education agencies. (1) By the deadline for submissions in the first funding cycle, the U.S. Office of Education had received 481 proposals. This report presents a content analysis of 407 of these proposals, of which sixty-one received federal funding.

Rationale for Analysis

The idea to analyze the proposals probably originated with the national Teacher Centers Program staff. As they received and catalogued the proposals in preparation for formal review, they noted that serious effort had gone into constructing this first round of proposals for a new federally funded program. Their belief that much could be learned from a content analysis was reinforced by other interested parties in professional organizations, government agencies, schools, and higher education institutions.

The possible benefits of an intensive analysis of these proposals are wide-ranging. First, it will lead to a better understanding of how professionals interpret federal program regulations. Although efforts have been made to understand how programs develop and relate to national initiatives, the proposal writing phase and its relationship to federal regulations have been ignored. (2) It seems reasonable to assume that developmental work occurring at project sites before grants are awarded would have a major influence on future program development. Few would deny, too, that the intense amount of labor invested in a federal project before funds are assured also relates to how the project will unfold. Thus, it makes a great deal of sense to investigate how professionals interpret and translate federal program regulations into project proposals.

Equally important is the insight to be gained about how field professionals view teacher centers and, within the constraints of regulations, propose to initiate and operate a project. This information can help to move the profession beyond the hortatory, advocative literature and the single case studies that are so prevalent. Knowledge of common themes among 407 proposals from virtually every geographic regions in these United States can foster better understanding of teacher centers, inservice education, and proposal development.

Further, on the basis of this analysis, suggestions and advice can be made available to future applicants, to federal program officers, and to organizations and institutions that provide technical assistance to operating centers. Substantive information from these first proposals can be used by the government to improve regulations and requirements, monitor programs, and provide referrals for technical assistance.

Finally, it stands to reason that an overview of the proposals can offer guidance in setting state priorities, since state education agencies receive federal funds from the Teacher Centers Program to provide technical assistance and dissemination to the funded projects in their states.

These purposes are admittedly most lofty goals, and no doubt were not totally achieved in this endeavor. Still, they generated the excitement that led to this analysis.

Analysis Process

This content analysis is particularly noteworthy in that the entire project was conceived and carried out with no financial support. The work reported in this document consumed many hours of intensive labor contributed by a large number of people whose sole motivation was to help learn about teacher centers and improve the profession. Voluntary commitment by so many individuals is without question laudatory, but it also creates problems, as it is difficult to impose rigorous and time-consuming requirements on volunteers. Although most problems were minor, nonetheless they were numerous and together resulted in some loss of control by the primary investigators. Although the net result is considered to be a totally adequate study, there can be no question that had more time and money been available, greater control over the analysis process could have been exercised.

The first step in the process was an analytical reading of the proposals. This occurred in late spring and early summer of 1978 during the two weeks when the U.S. Office of Education reviewed the 481 proposals for funding. To avoid interfering with the formal ratings, no official proposal reviewers were involved in the content analysis. However, the federal proposal review process brought together in Washington, D.C., a number of interested professionals--bureaucrats, university personnel, professional organization personnel, and some teachers--who had no official duties as proposal reviewers. Their availability created the environment and opportunity for the content analysis project.

Seventy-four proposals were eliminated from the analysis, but not because of content or origin. Some were excluded because the proposers did not submit a sufficient number of copies. The national Teacher Centers Program staff decided that when only one copy of a proposal was available, it was inappropriate to release that copy for this study. Other proposals were either poorly constructed or poorly packaged, in which cases they were judged to be uninterpretable, and were eliminated because human resources for the analysis were scarce. For example, some proposals were submitted loose-leaf in envelopes, and others were improperly paginated or lacked pagination at all. Finally a few proposals were judged incomplete. The primary investigators intended to set these proposals aside and come back to them later. However, after analyzing the 407 proposals, a decision was made that insufficient human resources and time were available to justify attempts to codify them when probably they would not add information to the study.

Of the 407 proposals analyzed, all but fifty-eight had sufficient information to warrant budget analyses. These fifty-eight proposals were excluded from the budget analysis for a variety of reasons, the most common being that the "other" budget category contained a dollar figure greater than the combined total of the remaining categories. Budgets that contained no explanation for disproportionately high, undifferentiated "other" expenses were excluded. Budgets submitted on forms that varied tremendously from the standardized budget form of the Teacher Centers Program application also caused problems. If corresponding category labels could not be identified, the budgets were excluded. Thus, a complete analysis of 349 proposals was possible. Additionally, fifty-eight proposals were analyzed along all dimensions except budget.

The content analysis progressed through several distinct stages: development of a tool for analyzing or describing each proposal along common dimensions; training of analysts to use this tool; translating the descriptions for computer coding; training of coders; and coding.

Development of Proposal Description Form

About fifteen professionals from various interested groups, including teachers' organizations, were engaged in the process of isolating the variables for analysis and getting the project underway.

After examining the regulations and listing all the points that could be addressed in each proposal, and after much group discussion and several drafts, a proposal description form was developed (see Appendix A). Most items attempted to anticipate proposal content, such as evaluation, needs assessment, and physical facilities.

Training of Analysts

Eleven professionals, including university professors, professional organization personnel, graduate students, state education agency personnel, and staff members from the Teacher Centers Program, served as analysts. In various sessions, groups received training for the content analysis.

The initial group of eight read and discussed the proposal description form, studied examples and performed simulations. In these simulations, identical proposals were given out to at least two of the analysts, who were asked to fill out proposal description forms. At a later meeting, comparisons were made between the descriptions, percentages of agreement were computed, and further training was offered. Analysts were required to agree on eighty percent of the items before actual data recording began. At the end of the two-week review, the eight analysts had described approximately 200 proposals.

After a short lag, another three-person team was recruited to complete the readings. Because of limited time, they began actual data recording after only one day of abbreviated training. However, evaluations of the data gathered by this team suggest that they were as complete, if not more so, than the data gathered by the first group. In this second session, another third of the proposals were read, leaving approximately one-sixth still to be read.

The remaining proposals were analyzed by staff members of the national Teacher Centers Program. They were trained by a colleague and read proposals as time permitted. Although it was impossible to evaluate their proficiency, it is important to note that had they been unable or unwilling to assume this task, a significant minority of the proposals would have been omitted.

Because it was impossible to exercise total control over the volunteers, some of the data collected were not as complete or as reliable as should occur under optimal research conditions. However, the data are valid and, for the most part, conservative in that where a specific percentage of the proposals reflected a specific finding, the real figure was probably higher.

Translating Descriptions for Computer Coding

The enormity of the task undertaken in performing a content analysis of these first teacher center proposals cannot be overstated. Consider that a conservative estimate of the amount of paper submitted and analyzed was about 90,000 pages. Placing the information on proposal description forms reduced the amount of material to approximately 6,000 pages--certainly more manageable than the original 90,000. This section describes the process of further reducing the descriptions to allow data aggregation and computerization.

A total of 310 computer coding items were translated from the items on the proposal description forms. (3) On the basis of a preliminary, detailed examination of more than twenty percent of the proposal descriptions, it was decided that a five-choice multiple choice format was adequate for aggregating most of the information recorded by the analysts. For example, item I.2 from the proposal description form was translated into four multiple choice items. This item, examined here in detail because it represents the process used, asked proposal analysts to "list under appropriate categories the number and type of institutions involved (in developing the proposal) and the type of grantee." The descriptions provided by the analysts were scrutinized for the most frequent entries and four coding items resulted, as follows:

1. Number of local education agencies involved
    a) 1
    b) 2
    c) 3-5
    d) 6-20
    e) more than 20
2. Number of institutions of higher education involved
    a) 1
    b) 2
    c) 3-5
    d) 6-10
    e) more than 10
3. Number of others involved
    a) 1
    b) 2
    c) 3
    d) 4
    e) more than 4
4. Grantee
    a) local education agency
    b) institution of higher education
    c) other

Approximately half of the proposal description items lent themselves to translation into multiple choice coding items.

Other items for which more than one entry was possible were translated into simple yes-no coding responses. For example, item I.3 about the teacher center physical facility presented a checklist of nine different kinds of facilities. Because more than one kind of facility might be used by any one teacher center project, there could be no single forced choice. Therefore, proposal description item I.3 translated into nine coding possibilities.

Developing coding items from these and similar proposal description checklists was a process involving little interpretation. On the other hand, open-ended proposal description items required more intensive analysis to identify the most common language used by the analysts and to develop the coding items. For example, proposal description item IV.2 sought role descriptions for the teacher center project personnel. From a preliminary examination of the proposal descriptions, eight different staff positions were described with frequency. Thus, item IV.2 translated into eight single choice items. In all instances where a single choice checklist was used, an "other" category was added, but every effort was taken to keep the frequency of that category as small as possible.

Proposal description item IX.1, which asked for a description of the evaluation plan, is an example of an item that was more difficult to translate. This open-ended item elicited descriptions so varied that no common language could be identified; hence, few coding items could be developed. This item, a complex and lengthy proposal section, generated only three general computer items. Obviously, some information was lost in translating this item.

Other items on the proposal description form presented similar problems. For example, proposal description item VII.5 asked the analyst to indicate if there was a process for ongoing needs assessment and, if yes, to describe it. In many cases, "yes" was indicated, but the analyst gave no description, or wrote "project will do" or "see pages 75-80 of proposal." Possibly, the analysts were expected to read and record too much information in the time available. Although rich in information, item VII.5 generated only one computer item with three coding categories--yes, no, and no entry.

Because of the inconsistency of descriptions for open-ended questions, forty-seven computer items were developed to check for completeness of descriptions provided by the analysts. Subsequently, the computer coders were required to indicate whether missing information either was lacking in the proposal, or was included but not fully described by the analyst.

Training of Coders

With the cooperation of a local high school administrator, twenty-one senior students were identified to participate in four coder training sessions. Only those students who passed a criterion test were eligible for employment as coders.

The training sessions were each two hours long and took place on four consecutive days during the first week of February 1979. Conducted by the primary investigators, these sessions were devoted both to familiarizing the trainees with definitions and various materials, and to practicing with sample proposal description forms. Before taking a criterion test during the final session, trainees coded and checked their accuracy on five sample forms.

For the test, each student independently coded three proposal description forms with a total of 930 items. Fifteen of the trainees accurately completed at least ninety percent of the items and were accepted for employment. Five of those later withdrew.

The tests of the fifteen trainees were carefully analyzed to find which computer items generated errors. The trainees accurately coded 158 of the 310 items; that is, for the three proposals used in the test no errors were made by the fifteen trainees on those items. Of the 152 remaining items that generated errors, twenty-nine items accounted for almost forty percent of the errors. Thus, coders were given an exclusive two-hour training session to clarify those twenty-nine items before actual computer coding began.

Coding

The coding of 407 proposal descriptions occurred between February 7 and February 23. The ten coders averaged thirty-two minutes per proposal and four proposals per session. The coding process consumed 220 hours.

Throughout the process, the investigators spot-checked each completed computer form for accuracy. Additionally, three coders worked an extra day to thoroughly check a ten percent sampling of the forms. Few errors were found in either checking procedure. The most common error was a coder's use of the "other" category when a more specific choice was appropriate. However, because the coders had listed the specifics of the "other" information on tracking sheets, this information was not lost. Before computerization, the investigators examined the tracking sheets and, where appropriate, moved "other" information into more specific coding categories.

Translation of Budgets to Computer Forms

Complete budget information was available on 349 of the 407 proposals that had been described by the analysts. On the basis of a preliminary examination of these 349 budgets, the following nine coding categories were developed and used for data aggregation: personnel, equipment, supplies, program materials, consultants, incentives, contractual, travel, and total. The investigators translated the budget information to computer forms in approximately forty hours.

Summary

Although the federal proposal review process, which ended in decisions on funding, provided for thorough analysis of each submitted proposal, it was neither intended nor designed to develop an understanding of the proposals as a group. Following the typical review process, there is often informal discussion about the proposals, but the process simply does not develop the kind of information that can be used reliably to show what the proposals were like as a group.

This content analysis project was initiated and conducted with the hope and prospect of developing this kind of understanding. It was a systematic effort to develop information about questions that cannot be explored from the point of view of any one proposal: How do field practitioners translate federal regulations into projects? How do they intend to operate their teacher centers? How can better technical assistance be provided for proposal development and project implementation? How can federal regulations be improved? These are but a few of the questions that a systematic study of these first proposals for the federal Teacher Centers Program can help answer.

Essentially, a content analysis involves reducing a large amount of information into an interpretable format. In the first step of this analysis, interested professionals developed an instrument for describing and analyzing each proposal along common dimensions. Another group of volunteers was trained as analysts to use the instrument when reading proposals. Next, coders were trained to translate the proposal descriptions into computer-codable format.

With this task completed, the analysis presented in the balance of this paper became possible. Chapter two describes these proposals along eight dimensions: applicants, service area demographics, policy board, personnel, needs assessment, program, evaluation, and budget. Chapter three reports selected comparisons between top-ranked and bottom-ranked proposals, and chapter four goes beyond the data to describe a hypothetical teacher center.

Most important in understanding and appreciating this content analysis project is that it was initiated and accomplished solely by volunteers. No other detail so strongly points to or supports the potential value of this content analysis project, that is, if it had not been perceived as valuable, volunteers would not have participated.

Notes

1. Federal Register, U.S. Dept. of Health, Education, and Welfare, Office of Education, Teacher Centers Program Grant Requirements, January 11, 1978, Part IV.

2. See: Ronald Corwin, Reform and Organizational Survival: The Teacher Corps as an Instrument of Educational Change (New York: Wiley-Interscience Publication, 1973). Also: Bernard Watson, "The Taming of a Reform," Phi Delta Kappan 50, no. 2 (October 1968):99-104.

3. All materials relevant to translation of the proposal descriptions for computer processing are available from The Syracuse Area Teacher Center, Huntington Hall, Syracuse University, Syracuse, NY 13210.

CHAPTER II

DESCRIPTIONS OF TEACHER CENTER PROPOSALS

In this chapter, data from 407 proposed teacher centers are described along the following eight common dimensions: applicants, service area demographics, policy board, personnel, needs assessment, program, evaluation, and budget. These initial descriptive data provide the necessary base for all subsequent analyses. The tables described can be found in Appendix B.

It must be recognized that interpretations of the data were somewhat constrained because the total (481) population of proposals was not analyzed (data were available on only eighty-five percent of the submitted proposals). The data were more seriously constrained because complete information was not available from each of the 407 proposals for each of the 310 computer coding items. Regarding the latter, the information could have been lacking in a proposal, which should not be interpreted as a deficiency in the proposals. Certain items simply were irrelevant to certain proposals. In other cases, information could have been included in a proposal, but may have been overlooked by the analyst.

Although the data reported were less than complete, they represent more than has ever been available, and they were obtained through reasonably standard, reliable procedures. Further, the data have been treated conservatively in that all reported percentages were based on the total number of proposals. For example, the statement "thirty percent of the proposals were for programs in 'rural' areas" means thirty percent of the total number of proposals. The actual percentage probably was higher, assuming that some of the proposals that could not be coded on this item were also for "rural" projects.

Applicants

The federal regulations for teacher center projects encouraged the designation of a single institutional grantee, either a local education agency (LEA) or an institution of higher education (IHE). As shown in Table 1, the designated grantee in seventy-two percent of the proposals was an LEA. This figure was even higher (86%) when the fourteen percent of proposals submitted by regional educational service agencies were included. A little more than ten percent designated an IHE as the grantee, which is interesting in that ten percent of the funds available were earmarked for IHEs and ninety percent for LEAs. There was an almost exact correspondence between the stipulated distribution of funds and the breakout of grantees designated in the proposals.

Most proposals were apparently products of interinstitutional cooperation and collaboration. Only 121 proposals (about thirty percent of the 407) were developed by a single institution with no involvement of another institution. However, in total about 2,200 different educational institutions participated in developing the 407 proposals (Tables 2,3, and 4).

As expected, one LEA or more was officially involved in developing all but fourteen percent of the proposals. Almost half of the proposals stated the involvement of only one LEA, and more than one-third cited the involvement of more than one LEA. In fact, seventeen percent indicated the active involvement of six to twenty LEAs, and about five percent indicated more than twenty. It seems safe to say that much work was done to create a climate conducive to collaboration on the development of most of the teacher center proposals.

Although only about ten percent of the proposals designated an IHE as grantee, IHEs were involved in the development of more than fifty percent of the proposals. A single IHE was involved in thirty-eight percent of the proposals, and almost twenty percent indicated the involvement of multiple IHEs. Although the most frequent cooperative arrangements were between two or more LEAs, or between an LEA(s) and an IHE(s), other institutions assisted with about one-quarter of the proposals. Usually, these were regional educational service agencies. Only forty-four percent were written with no IHE involvement.

Service Area Demographics

Regarding the intended scope of the proposed teacher center projects, 366 proposals described their intended service area, twenty-one proposals were unclear about their service area, and the remaining twenty gave no description (Table 5). More than half of the proposed projects (53%) would serve teachers in several school districts (Table 6), and about one-fifth designated a service area encompassing six to twenty districts. Almost ten percent were targeted at serving teachers in more than twenty districts.

Although the largest number of proposals were for multidistrict projects, about one-third were targeted at a single district. Far less common were the designations of subdistrict (4.4%) and single school (0.5%) as the service area.

Most of the proposals outlined ambitious plans. Better than twenty percent of the projects intended to serve more than 2,000 teachers, and another thirty-three percent intended to serve from 350 to 1,999 teachers (Table 7). In contrast, only fifty-two proposals (12.8%) specified service areas with fewer than 350 teachers. At the other extreme, eighteen proposals (4.4%) planned to serve more than 8,000 teachers. A conservative estimate of the total number of teachers addressed by the 407 proposals as a group would be 200,000, or eight percent of the nation's teachers. Projecting further, the 407 proposals as a group would have an impact on at least four million students.

Information on the kind of area to be served was available on almost sixty percent of the proposals (Table 8). More than thirty percent described a rural service area, almost twenty percent indicated an urban area, and slightly less than eight percent identified a suburban setting.

Close to seventy percent of the proposals stated that teachers in nonpublic schools would be eligible for teacher center services (Table 9), but in fourteen percent of the proposals, nonpublic schools were excluded. In some cases, exclusions were justified on the grounds that a particular school was not eligible to receive federal funds, and in other instances because a particular school had chosen not to participate. In some cases, there were no nonpublic schools in the area to be served.

Table 10 shows the frequencies and percentages of four other service area details--geographic, socioeconomic, ethnic, and population density--that were included in proposals.

Policy Board

The regulations stipulated that a teacher center must be operated under the supervision of a policy board, and they were quite specific as to this board's composition and procedures for selecting its representatives.

Policy boards described in the proposals, it turned out, were rather large groups (Table 12). Approximately one-third of the proposals described boards composed of more than twenty members. Another third indicated fifteen to nineteen members, and one-quarter proposed ten to fourteen members. Less than eight percent specified policy boards of less than ten members. It seems probable that large policy board membership reflected the interinstitutional arrangement that developed to write the proposals. It also seems logical that the size of a policy board would expand as a function of the number of institutions involved in the proposed project.

By law, classroom teachers must compose the majority of any policy board. The typical proposed board had nine classroom teacher members, an average of four elementary, two middle school, and three secondary teachers (Table 13). Special education and vocational education teachers were also represented, averaging 1.3 and 1.1 members, respectively. In addition to teachers, three other groups were likely to be represented on a policy board: 1.7 higher education members, 2.9 school administration members, and 2.2 school board representatives. Other groups sometimes represented were private school teachers and administrators, paraprofessionals, and community lay persons.

The regulations specified five procedural options for selecting the policy board teacher members (Table 14). Of these options, the appointment of teachers by the recognized bargaining agent was most common. This procedure was indicated by twenty-eight percent of the proposals. The other commonly used method was voting by teachers. This occurred in twenty-two percent of the cases. In fewer instances, teachers were appointed by the teacher organization with the largest membership (11%), or were selected through agreement between the LEA and the bargaining agent (6%). Other selection procedures that permitted teachers either directly or through a teachers' organization to nominate or select the teacher representatives were described in twelve percent of the proposals. As the regulations intended, teachers exercised the opportunity to be directly involved in the selection of teacher members to the policy boards.

Of the boards that were operating before the submission of proposals in April 1978, most were formed in February or March (Table 15). The number of board meetings held during the proposal writing phase varied; fifteen percent met less than four times, thirteen percent met from four to six times, and seven percent met more than six times.

When writing the proposals, many of the policy boards delineated quite specifically their roles and procedures (Tables 16 and 17). About seventy-five percent of the boards outlined their member selection procedures, and about twenty-five percent developed bylaws, but almost seventy-eight percent delineated those areas in which they proposed to exercise their authority (Table 18). About half of the proposals indicated that their boards had "supervisory power," or the authority to set policy and determine the appropriate managerial and supervisory activities not prohibited by state or local laws.

"Supervisory power" was specifically defined in many proposals: Over forty percent of the proposed boards would be involved in hiring staff, fifteen percent would have final hiring authority, and eleven percent would have the authority to supervise staff through monitoring and evaluation. This is quite a bit of proposed authority if one considers that personnel is typically the largest budget category, and traditionally, the supervision of funds is the prerogative of the institutional grantee.

In addition, policy boards were involved in general budget decisions. More than twelve percent designated their involvement in preparing a budget, and twenty percent claimed the power to approve the budget.

Policy boards also wanted to be involved in programming. Almost thirty percent of the proposed boards specified their authority to determine program needs, and more than thirty percent the authority to evaluate programming. A lesser number of proposals (17%) gave the policy board authority to determine the actual program. One may infer from this a logical differentiation of responsibility: Program development probably was more the concern of the teacher center staff, with the supervision of the policy board, which set priorities on the basis of needs and evaluations.

In developing the proposals, many policy boards took the opportunity to specify many areas of their authority. As defined by the proposals, policy boards want to be active in personnel and budget matters--traditional areas of institutional authority. Although in most cases policy boards can never expect to assume legal authority in these areas, it seems clear that they intend to exert influence in these areas. Policy boards also want to to be involved in programming. Board supervision is consistent with a prevailing theme in current literature that teachers think their perceptions of what is needed and valued in staff development are most valid.

Thus, the policy boards mapped out their agendas, often encroaching on areas that traditionally have been controlled by school administrators and professional teacher educators. As an understatement, it will be interesting to watch the evolution of policy board influence and impact.

Personnel

Numbers and kinds of staff positions varied considerably, probably in relation to project size (Tables 20, 21, and 22). Almost forty percent of the proposals described only one full-time professional staff position, which usually carried the title of project director or teacher center director. However, larger professional staffs were not uncommon. Two and three professional positions were delineated in eighteen and fourteen percent of the proposals, respectively. When two professionals were specified, typically the second was a resource, or media, coordinator. When three professionals were indicated, usually an assistant director was added. Over eight percent of the proposals indicated from four to seven professional positions, and two percent indicated eight or more professionals. These positions included titles such as instructional specialist and evaluation specialist. Interestingly, about

19

nineteen percent of the proposed projects stated that they would operate with no full-time professional staff.

All but about one-third of the proposals included full-time nonprofessional positions, which were typically clerical. In most proposals (54%), only one nonprofessional support person was indicated. Less than ten percent of the proposals specified two or three support positions, and only six proposals (1.5%) called for more than four full-time support positions.

Full-time paraprofessionals or aides usually were not included in the staffing plans. Only ten percent proposed the use of paraprofessionals, most commonly the use of a single aide. Multiple, full-time aides were specified in only three percent of the proposals.

Not many proposals called for part-time staff, but when proposed, part-time staff were most often professional positions (32%). Part-time nonprofessionals and paraprofessionals were specified much less frequently (17.7% and 6.9%, respectively).

Overall, the staffing plans presented in the proposals were not extravagant. As a group, the proposals indicated a total of about 800 professional staff people to serve 200,000 teachers, or about one teacher center professional for every 250 teachers. Probably the typical staffing plan would include one full-time professional assisted by one full-time nonprofessional, usually a secretary. Typically, larger proposed staffs were composed predominately of professionals, either full- or part-time. It is interesting that an increase in professional staff size was not paralleled by an increase in support staff.

Seven different kinds of professional positions were mentioned with any frequency (Table 23). Forty percent of the proposals described the role of teacher center director, and thirty-eight percent the role of project director. The next most likely staff position to be described (12.3%) was that of a resource, or media, coordinator. Other roles described were assistant project director (5.9%), assistant teacher center director (5.2%), evaluation specialist (2.5%), and instructional specialist (1.2%).

This content analysis focused on the role descriptions provided for project directors (Table 24). As one could anticipate, the project director usually is expected to manage administrative matters. Specific tasks delineated were supervision of staff (29.2%), liaison to other groups and institutions (28.5%), dissemination (27.3%), preparation of budget (14.5%), and control of grant funds (4.2%). As the role was defined in the proposals, the project director also was responsible for program development and delivery. Some proposals (17.9%) indicated that the director's job included recommending programs to the policy board, and almost half (46.2%) specified that the director should be actively involved in day-to-day operations. It seems apparent that the teacher center project director's role was defined as a hands-on position, which would require active involvement in not only administration and supervision, but also actual program delivery.

Most proposals did not specify the relationship of the project director to the policy board, but from the limited amount of data available, it seems that the director might chair the policy board, serve as an ex officio member, or serve as a voting member. In each of these arrangements, the director would have the means to directly influence policy board decisions. In other arrangements, the director apparently would have little opportunity for active policy board involvement. For example, some proposals specified that the director would only report to the board, and others that the director would serve as the board's secretary.

Interesting questions raised by the proposals are: What is the intended relationship of the project director to the policy board? Is the director perceived primarily as an employee or a leader of the board? What kinds of decisions can a director make without policy board approval? These questions were not addressed in most of the proposals, but probably many of the funded projects have had to cope with them. These questions remain unanswered and beg for research.

Regarding the hiring of staff, one-quarter of the proposals detailed plans to be used in selecting professional staff. From the available data, it could only be said that sometimes (15%) the policy board would have final hiring authority. In other cases (14.3%), the policy board would make staffing recommendations to the school district, which had final hiring authority (Table 27).

Some proposals indicated that no search would be conducted because certain professionals already known to the project would be hired pending notification of funding (Table 28). In fifty-nine proposals (14.5%), a project director was named. In some cases, an assistant director, a teacher center director, an assistant teacher center director, or an evaluation specialist were named as well.

Needs Assessment

Most proposals (79.6%) stated the needs that were to be addressed by the project, and described the process by which those needs were determined (Tables 29 and 30). The most common procedure was analysis of questionnaires (58.7%), which typically were designed to elicit the perceived needs of teachers (58%). Administrators also were surveyed (20.4%). Less frequently was an effort to ascertain needs perceived by the community (11.1%) and students (9.8%). Other means of assessing needs included analysis of state standardized test scores (22.4%), personal interviews (16.7%), district standardized test scores (14.3%), criterion referenced tests (9.3%), attendance data (6.9%), accreditation data (4.7%), and classroom observation (2.7%).

Many different kinds of data were considered in developing proposals. Socioeconomic data were presented in fifty-two proposals (12.8%), demographic data in fourty-five proposals (11.1%), and social climate data in forty proposals (9.7%). However, most of the needs assessment data were based on perceptions of needs, particularly with regard to needs of students (56.5%) and the related needs of teachers (60.2%). Less frequently, there was a systematic effort to determine the school program needs that might be addressed by a teacher center project (33.9%).

Although existing data were often used in delineating needs (57.2%), almost as frequently a needs assessment process was undertaken for proposing a new teacher center project (51.1%). About half of the proposals described a process for ongoing needs assessment (Table 31).

The needs assessment was likely to have been conducted by the policy board, as was stated by about one-quarter of the proposals (Table 32). Other groups, as follows, sometimes had responsibility for the needs assessment process: teachers' organization (7.9%), school district administration (6.6%), school board (4.2%), curriculum committee (3.4%), state education department (3.2%), and accreditation team (1%). The "other" category for this item was quite large by comparison (14.7%), and included a wide variety of

21

groups and individuals. These ranged from schools of education to groups of teacher volunteers, and included consultants, a community-based organization, and regional service units.

Regardless of who conducted the needs assessment or what process was used, the teacher center proposals as a group focused on the related needs of teachers and students as perceived by teachers.

Program

Local education agencies (LEAs) were eligible to apply for grants to plan and operate teacher center projects, whereas institutions of higher education (IHEs) were eligible only for operational grants. Only fifty-one applications (12.5%) were made for planning grants alone; the other applications were split almost evenly between operational grants (40.8%) and combination planning/operational grants (40.5%) (Table 33).

Given that the purpose of the Teacher Centers Program is to meet the professional needs of teachers, it was not surprising that the proposals focused on programs addressing teachers' needs. Only a few proposals (about 4%) did not indicate all classroom teachers in the service area as eligible participants (Tables 34, 35, 36, and 37). Additionally, programs sometimes were designed for other groups as follows: school administrators (23.6%), paraprofessionals (20.1%), parents (17.4%), teacher interns (14.3%), community (11.3%), principals (10.6%), and supervisors (10.1%). Eligible program participants mentioned in less than ten percent of the proposals were, in descending order, substitute teachers, counselors, curriculum specialists, students, librarians, preschool teachers, teachers of adults, part-time teachers, and unemployed former teachers. It should be noted that where other groups were included, in most instances teachers were designated as the primary participants (72%).

Only eleven proposals (2.7%) specified mandatory teacher involvement in a proposed program (Table 38). It can be assumed that teacher involvement in professional development activities usually is voluntary.

The purposes of the proposed programs were described in almost all (91.4%) of the proposals (Table 39). Most frequently mentioned (60%) was a broad objective of general professional development (Table 40), which was followed by curriculum development to meet the educational needs of students (58%), and improvement of job performance in implementing curricula (54.3%). Additionally, almost half of the proposals specifically stressed the acquisition of new teaching skills, and half specifically related improved teaching to improved student achievement. Materials development also was emphasized (48.6%). Programs designed to use educational research were proposed less frequently (35.4%) than those designed to improve and develop teaching skills or curricula. Programs aimed at the teachers' personal growth were proposed almost as frequently (33.2%) as those targeted at using educational research findings.

Interestingly, programs that would help teachers acquire college credit or credentials were at the bottom of the list of proposed teacher center agendas (26.8% and 15.7%, respectively). These traditional accompaniments of staff development programs are notable in that they were not emphasized in the teacher center proposals.

A wide range of activities were described to meet the proposed program objectives. By far the most common professional development activity proposed was the interactive workshop (63.4%), which was the only kind of inservice activity to be mentioned by more than half of the proposals (Tables 41, 42, and 43). Teachers teaching teachers was the next most frequently mentioned (39.6%) professional development activity.

Considering that college credit was not typically mentioned as a project objective, it is interesting that the university course was listed in 37.6 percent of the proposals as a kind of activity. Apparently, teacher centers view university work as a means rather than an end, which perhaps indicates that the strong emphasis on credentialing and certifying teachers--a prevalent theme of the last twenty years--is diminishing. It also probably relates to the fact that most teachers today have enough credits and certificates to last their professional lives. Another interpretation might suggest that IHE involvement in proposal development was a primary reason for inclusion of college courses. Their assistance with drafting proposals, quite naturally, could lead to their involvement in program implementation.

Other types of inservice activities described were seminars (34.4%), visitations (27.8%), school district courses (17.2%), on-the-job training (16.5%), and independent study (15.7%). Classroom follow-up on professional development activities was specifically indicated in about one-quarter of the proposals.

It is not surprising that almost one-third of the inservice activities specified in this item fell into the "other" category. Some of the more popular "other" activities and services included conferences, demonstrations, resource centers, consultations, and mini grants. A unique program proposed "invisible teacher leaves" to develop curricula.

Not many of the proposals described how their projects would interact with established inservice programs in the service area (Table 44). Of those that did, about one-quarter (22.1%) indicated a linkage with local district programs, and smaller percentages proposed linkages with federal and state inservice programs (18.2% and 15.7%, respectively).

Several current national priorities could be detected in the proposals (Table 45), such as improving the reading and mathematics skills of students. These basic skills topics were described most frequently as special emphasis areas (28.7%). Also reflected was the pressure on school districts to respond to federal legislation on educating handicapped children, Public Law 94-142. It was the second commonly mentioned special emphasis area (22.1%). Another topic receiving special emphasis was classroom management skills, perhaps reflecting disciplinary problems in many classrooms. This was addressed in sixteen percent of the proposals as a pressing issue facing teachers.

Other areas proposed to receive special program emphasis were identified as follows: communication skills (12.8%), individualized instruction (11.5%), gifted students (8.8%), multicultural education (6.4%), and competency-based education (2.9%).

Slightly less than half of the proposals specified that teachers would be used as instructional personnel in teacher center programs (Tables 46 and 47), and consultants were mentioned almost as frequently (48.2%). However, the "consultant" title probably applied to any person from the various role groups, who would be employed on a per activity or per diem basis. As such, teachers might well be called "consultants," as might professors, specialists, administrators, and others called on to conduct certain teacher center activities. More explicitly, almost twenty percent of the proposals stated that teachers would have primary responsibility for program delivery, whereas a much smaller percentage (9.3%) indicated that consultants would have that primary responsibility. Therefore, teachers themselves were most often proposed to serve in the instructional role.

Professors were specified as having some instructional responsibility by more than one-third of the proposals. Also important in the instructional component of the proposed program was the project staff, who were named as instructors in over thirty percent of the proposals. Mentioned by less than ten percent of the proposals, other instructional role groups were, in descending order, community members, state department personnel, principals, supervisors, and parents.

More than two-thirds of the proposals described a specific physical facility for the locus of the proposed teacher center project (Table 48). Most often this was classroom space (21.6%) or other district space (18.9%) that had been designated as teacher center space. The conversion of a total school building for a teacher center was reported by 4.4 percent, and 5.5 percent proposed the use of space in a district office building. Slightly more than 10 percent indicated the use of facilities on an IHE campus, 8.4 percent indicated the use of a mobile facility, 2 percent indicated a municipal building, and 3.4 percent indicated a rented facility. More than 8 percent of the proposals stated that multiple facilities would be used.

Not much information was provided on the operational details of the teacher center facilities (Tables 49 and 50), but the available data suggested that the facilities would most likely be open and staffed during school hours (23.3%) and in late afternoon (19.4%). Some centers also planned to operate during the evenings (13.8%) and on weekends (12%). Since two-thirds of the proposals made specific provisions for teacher release time (Table 50), it would seem that the number of teacher centers operating during the school day would be much higher.

In summary, the proposed programs generally addressed the professional needs of teachers as related to student needs and perceived by teachers themselves. The most common needs were in the areas of teaching math and reading, mainstreaming, and classroom management, with emphasis on the development of curricula and materials as well as teachers' skills.

The interactive workshop stood out as the most typical kind of professional development activity proposed, although teachers teaching teachers was also frequently mentioned.

While other groups were often identified as eligible participants, teachers were unquestionably the primary teacher center clients. In many cases, teachers also were given primary responsibility for program delivery, which further supported the importance of peer-to-peer interaction in proposed teacher center programs.

Even though the site is not necessarily a key element of the teacher center concept, most proposals described a specific physical locus for teacher center activities. In many cases, "the Teacher Center" is a converted school classroom, but other kinds of space were also proposed.

Evaluation

Teacher perceptions of program effectiveness were considered most important for project evaluation, as one might expect (Table 51). Forty-four percent of the proposals indicated that this information would be essential. However, this does not mean that teacher centers rely totally on perceptual data. Forty percent of the proposals indicated plans for collecting evaluative data on the impact of the programs on teachers' skills.

The proposals presented evaluation plans that would consider other data as well. Almost one-third planned to collect data to determine if their programs had met school district needs. Better than one-fourth proposed to gather data to determine if their programs had contributed to preparing teachers in program priority areas. Also important to many plans were data concerning teacher use of new knowledge acquired through program participation (27%), and impact of program offerings on classroom curricula (26.3%). Those evaluation areas specifically described by twenty percent or less of the proposals were, in descending order, amount of teacher interaction, teacher input into program, impact on other forms of inservice, and location and times of teacher center offerings.

In general, the proposal descriptions were less detailed in respect to other evaluation components (Tables 53 and 54). Still, slightly more than forty-five percent described the evaluation procedures that would be used, and twenty-nine percent provided evaluation schedules. Almost half of the proposals specifically linked the evaluation plan to the needs assessment process. Close to thirty percent indicated that evaluation data would be collected by the teacher center staff, and about one-quarter indicated that outside evaluation consultants would be hired to collect relevant data. The policy board was given this responsibility by more than twenty percent of the proposals, and the school district administration was mentioned by slightly more than two percent.

On the basis of information from 108 proposals, it appeared that evaluation was not a high priority budget item (Table 55). About 10 percent of the proposals presented plans allocating $2,500 or less to evaluation. Another 13.5 percent earmarked from $2,501 to $15,000, and only 2 percent specified $15,001 or more.

This content analysis was also concerned with the documentation procedures described in the proposals (Table 56). The most common documentation product is the newsletter, which was specified in over forty percent of the proposals. About one-third presented plans for keeping detailed project records. Also mentioned were scheduled releases to news media (21.6%). Other documentation and dissemination plans included logs, conference presentations, articles in professional journals, dissemination of materials developed, use of regional dissemination network, use of Teacher Center network, videotape releases, and development of model program materials.

As a group, the proposals showed the most variance when providing details in the evaluation sections. Almost every conceivable evaluation scheme was presented at least once. Some proposals outlined detailed management-by-objective plans, while others worked out complex plans for formative and summative evaluations, and more than a few presented less sophisticated, but no less detailed plans, using project record-keeping systems based on no particular conceptual system of evaluation. The existence of so many evaluation schemes made data aggregation difficult, so that in the final analysis, only the more general factors could be examined across all the proposals. However, the absence of detailed information in this report should not be interpreted as reflecting the amount of detail in the proposals, as detail was there.

Despite this difficulty in the analysis, much was learned about how the proposal writers approached evaluation. The typical proposal stated what data would be considered, what procedures would be used to collect that data, and who would do the collecting. In addition, many proposals made an effort to link the evaluation procedures with the needs assessment process. Although few budgets allowed specific amounts for evaluation, it can be assumed that in most instances evaluation activities would be supported by other budget categories. One might guess that this would primarily be the personnel category.

Budget

Budget analyses were performed on 349 of the 407 proposals that have yielded the data presented thus far. Appendix C contains histograms of budget distributions by nine categories: personnel, incentives, contractual, consultants, professional resources, equipment, travel, supplies, and other items.

These 349 proposed budgets ranged from $9,410 to $892,222, which illuminates probably better than any other figure reported the wide scope and variety of proposed teacher center projects. Just about every conceivable kind of project organization and program was outlined in the proposals as a group. About one-third of the proposals were for projects costing more than $150,000--not grandiose considering the national economy. Of the thirty-one percent requesting more than $150,000, about eighteen percent requested funding between $150,001 and $200,000; between seven and eight percent requested from $200,001 to $250,000; and four percent requested from $250,001 to $300,000. Five proposals asked for funding in excess of $300,000, with one for well over $800,000.

It should be noted that the five proposals for funding in excess of $300,000 made a disproportionate contribution to the aggregated budget data in almost all budget analysis categories. For this reason, use of arithmetic means was somewhat unreliable in depicting the more typical proposed budgets. In every case, a large standard deviation suggested that the mean was not the appropriate statistic to use for a complete analysis. Thus, although average expenditures are considered here, many of the analyses will be referring to the histograms in Appendix C.

Personnel

Personnel was the most costly category of proposed expenditures, ranging from zero dollars in a few of the planning grants to $531,724 for a large operational program. The mean proposed personnel expenditure was $57,809 (SD $45,370). In relation to the average total budget ($127,144), personnel accounted for about forty-five percent of the total budget.

As might be expected in a service-oriented program, budgets were heavily loaded with staffing expenses. "Personnel" covered all expenses related to the employment of full- and part-time, professional and nonprofessional staff members, including fringe benefits. However, not included were the expenses related to employing any personnel whose primary assignments (i.e., more than fifty percent of time) were elsewhere, such as payment to teachers who occasionally run workshops. Nor did this category include payment for contractual services such as hiring a consultant firm.

More than half of the proposals (54.7%) indicated personnel expenses of less than $50,000, with one-fifth (20.6%) indicating personnel outlays of zero dollars to $25,000, and one-third (33.6%) indicating outlays from $25,001 to

$50,000. Fifty-eight budgets (16.6%) allocated from $50,001 to $75,000, and the same percentage allocated from $75,001 to $100,000. Thus, almost ninety percent planned on expenditures of less than $100,000 for personnel. More atypical were those proposals that budgeted from $100,001 to $125,000 (5.7%) and $125,001 to $150,000 (2.9%) for this category. At the outer reaches of the spectrum were five proposals (1.4%) that specified from $150,001 to $175,000 and four proposals (1.1%) that specified over $175,000.

Incentives

Because tangible incentives for teachers were played down in the proposal narratives, it was interesting that proposed expenditures for incentives were second only to personnel. The average teacher incentives expenditure was $15,752 (SD $19,900), or 12.4 percent of the average total budget.

Teacher incentives included all expenses related to releasing teachers for inservice activities during the school day, and to providing direct payments to teachers for program participation. They also included some costs incurred in helping teachers acquire college credits (such as cost of tuition), but this category did not include the cost of offering a college course, such as paying the college instructor or institution.

Although the average expenditure in this budget category was $15,752, almost fifty percent of the proposed budgets allocated $8,000 or less for incentives. Almost fifteen percent planned outlays of $8,001 to $16,000. Well over half (65.6 %) indicated an amount less than the mean, which illuminates how extreme cases can affect a mean. About twenty-three percent proposed expenditures of $16,001 to $40,000, and another eleven percent from $40,001 to $56,000. Considered as a group, the budgets definitely reflected a high priority on teacher incentives. However, when the data are examined closely, they show that most projects allocated less than the average amount.

Contractual

Contractual expenses included all costs associated with procuring specific services from an external institution or company on specific terms (e.g., telephone, rental of facilities, copier rental, computer time, college courses, evaluation companies, data processing). Contractual costs were the third most expensive budget category, averaging $12,208 (SD $20,898), or 9.7 percent of the average total budget.

Again, the average figure may be misleading because some seventy percent of the proposals indicated less than the mean. About forty-five percent budgeted $5,000 or less for contractual services, and another twelve percent budgeted $5,001 to $10,000. Only about nine percent planned to spend from $10,001 to $15,000. The mean was higher than most budgets for this category because almost twenty percent allocated from $15,001 to $30,000, and about ten percent from $30,001 to over $35,000. Although it appeared that most proposals described operations that relied little on the services of external institutions or companies, a significant minority of the proposals described programs that relied heavily on procuring these resources or services. The more expensive contracts were typically with institutions of higher education to provide comprehensive instructional programs for teachers.

Consultants

Expenses for consultants included all costs related to the temporary, per diem employment of individuals, such as professors and teachers whose primary affiliation is with another institution or in another role. It also included payment to individuals who are self-employed professional consultants. The average budget for consultants was $10,785 (SD $16,476), or 8.5 percent of the average total budget.

Again, about seventy percent of the proposals indicated consultant expenses of less than the mean. About fifty percent specified less than $5,000, and about twenty percent from $5,001 to $10,000. Approximately twenty-five percent budgeted from $10,001 to $25,000, and ten percent from $25,001 to $35,000. Whereas most projects proposed only occasional use of consultants for special purposes, a sizeable minority relied heavily on consultants for services such as instruction and evaluation.

Professional Resources

This budget category included all costs anticipated in procuring both consumable and nonconsumable materials, such as workshop materials, reference books, make-and-take and resource center supplies. Proposed expenditures ranged from zero dollars to $135,093, with an average of $8,973 (SD $12,398), or 7.1 percent of the average total budget.

As in other budget categories, the data for this category showed a definite positive skew, with well over half of the proposals specifying expenses of less than the average amount. Over forty percent planned to spend less than $4,000 for professional resources, another sixteen percent specified from $4,001 to $8,000, about twenty-five percent allocated $8,001 to $16,000, and a significant minority of some fifteen percent appropriated more than $16,000. Twenty-three proposals (6.6%) outlined expenses for professional resources in excess of $28,000.

Whereas most projects allocated relatively little to procuring professional resources, in those projects where, for example, the establishment of a full-service professional resource center was a high priority, a larger proportion of the budget was required. A "typical" budget can be said to have the largest amount specified for personnel, with a significant proportion devoted to one other expense category, and maintenance level expenditures specified in the other categories.

Equipment

This budget category included all costs related to acquiring nonconsumable items for materials production (e.g., typewriter, copier), maintaining an office (e.g., desk), or outfitting a teacher center (e.g., videotape recorder). Proposed expenditures ranged from zero dollars to $95,390, with an average of $8,000 (SD $12,538), or 6.3 percent of the average total budget.

Again, well over half (64.7%) of the budgets allocated less than the average amount. About twenty-five percent indicated expenses of $8,001 to $24,000, and about seven percent from $24,001 to over $28,000. The most atypical budget specified $95,390, which was earmarked for developing a fully equipped media production center. This budget category, again positively skewed, reflected the high priority a significant minority of proposed projects placed on developing the hardware aspect of teacher centers.

Travel

Travel expenses included all costs associated with the travel of project personnel in performing their responsibilities, and of teacher center participants in attending program functions. Proposed expenditures ranged from zero dollars to $27,950, with a mean of $4,394 (SD $4,823).

Although over half (54.2%) of the proposals specified less than the average amount, it should be noted that the histogram for this budget category demonstrated less of a positive skew than any other category. Twenty percent of the proposals allocated between $4,001 and $8,000, over ten percent allocated $8,001 to $12,000, and over eleven percent from $12,001 to more than $14,000.

Apparently, travel or access to the teacher center is a significant problem in many projects, and in some it is the number one concern. Regional and population density factors were reflected in this category among projects in Western states and in rural areas, as these typically required larger travel budgets.

Supplies

The least expensive budget category was supplies, which included all consumable materials (i.e., paper, stamps) not directly related to the professional development of teachers or to the development of professional materials. Expenditures ranged up to $22,000 with a mean of $2,096 (SD $2,963), or 1.6 percent of the total average budget.

The histograms for this category showed a strong positive skew with better than two-thirds of the proposals specifying less than the average. About twenty percent allocated between $2,001 and $4,000, eight percent between $4,001 and $6,000, and another eight percent from $6,001 to more than $7,000.

Budget Summary

Teacher center project priorities were clearly reflected in the proposed budgets. As one would expect in such a service-oriented program, personnel was the highest priority. Examination of the budgets suggested that providing tangible incentives for teacher participation was also a high priority in the proposals as a group.

Ranked in descending order according to priority, the other budget categories examined were: contractual, consultants, professional resources, equipment, travel, and supplies. It should be recognized that this ranking does not reflect any one proposed project or even the "typical" project. The proposed budgets were similar only in that the highest priority was placed on personnel. Otherwise, individual differences were pronounced. Most proposals devoted significant proportions of their total budgets to one other expense category, and specified maintenance level expenditures in the remaining categories.

Summary

In this section, data from 407 Teacher Centers Program proposals have been described along eight dimensions. These data should not be used to illustrate a "typical" proposal, but rather to show what a "typical" set of proposals looked like. Keeping in mind that the content analysis was intended to develop an understanding of the proposals as a group, several generalizations can be made:

- The teacher center proposals were distinguished by the substantial amount of interinstitutional cooperation and collaboration that went into their development. One might presume that interinstitutional networks are perceived as being important in implementing teacher center projects.

- The teacher center idea appears to be applicable in almost all types of service areas--from a single school to a large regional area. A broad range of organizational structures are perceived as appropriate for implementing these projects.

- By their governance systems, teacher center projects can be distinguished from other types of teacher centers and traditional staff development programs. Federally funded teacher centers are operated by policy boards composed primarily of classroom teachers, which means that teachers dominate the decision making for their professional development programs.

- The project or teacher center director's role, as defined in the proposals, includes instructional as well as administrative responsibilities. The data suggest that the director's job is a hands-on position in all but the large, multiple-site projects.

- Regardless of who conducts the needs assessment or what the process is, teacher centers focus on the professional needs of teachers as these relate to the educational needs of students, and as these are perceived by teachers themselves. Policy boards predominate in prioritizing these needs, and project staffs are most important in translating these needs into programs.

- Teachers are unquestionably the primary teacher center clients. Teachers also are likely to be involved in program delivery, which further supports the importance of teacher involvement in all aspects of teacher center projects.

- Pressing content needs of teachers are in the areas of teaching math and reading, mainstreaming, and classroom management.

- The interactive workshop is the most popular approach to learning new teaching skills.

- As would be expected in a service-oriented program, the teacher center projects placed the highest budget priority on personnel.

Although many variations were described, this section emphasized the similarities among the submitted proposals. In contrast, chapter three highlights the differences. Of particular interest and importance are those differences that one might infer were related to the success of the sixty-one proposals selected for federal funding.

CHAPTER III

COMPARISONS OF TOP- AND BOTTOM-RANKED PROPOSALS

Selective comparisons along the eight dimensions were made between the sixty-one highest ranked (funded) proposals and the sixty lowest ranked proposals to discover their differences. These comparisons reflected only variables where sufficient data were available to be treated appropriately, so that the data, and not external criteria, governed the choice of variables. This chapter describes the rationale and results of the comparisons.

Why Compare?

A fair question with at least three answers. Comparisons of successful and unsuccessful proposals may help future proposal writers to better prepare their submissions. Comparisons may add to the information on likely targets for technical assistance from national and state education agencies. Finally, comparisons may lead to information that can be used to refine and improve the regulations, which in turn direct the development of proposals.

For comparisons of successful with unsuccessful proposals to help future project applicants, one must consider the first-year proposals as a sample, not a population. Thus, the information from this first analysis can be generalized to a larger population of future proposals. This statement assumes that future proposal developers would constitute potential users of the information.

For this kind of long-term comparison to work, certain factors must remain constant. First, the review process must not change, as alterations could lead to different standards, more or less intensive reviews of proposals, variant interpretations of evaluation criteria, and reviewers drawn from different populations. Also, the regulations would have to remain the same for future proposals as they were for the proposals in this analysis. However, because a distinct possibility exists that both conditions may change in future years, it should be recognized that generalizations on the basis of this first analysis would be made under less than optimal conditions.

The second reason for comparing successful with unsuccessful proposals is that funded projects could benefit from better technical assistance. That is, agencies can use the data for guidance in exploring and developing technical assistance programs.

Finally, by comparing these first teacher center proposals, one can possibly find areas that suggest the need to change, clarify, improve, or omit specific regulatory items. For example, areas where data are missing in both groups compared could probably stand review vis-á-vis the regulations. Certain proposal items related to policy boards exemplify this point. By the same token, it is possible to validate some regulations by noting whether they were treated similarly in successful and unsuccessful proposals.

There may be other reasons for comparing successful with unsuccessful proposals, but these three were enough to justify this analysis. It is hoped that the comparisons reported may serve not only as a heuristic device to prompt further research, but also as a resource to help professionals at all levels deal with the complex world of teacher education.

Possible Approaches for Comparisons

Many different ways could be suggested to analyze the data in search of revealing contrasts. For example, one could separate the proposals on an urban/rural basis, and build a case that sufficient knowledge and logic concerning the distinction existed to suggest the probability of important differences. It could also be possible to separate the proposals on a regional basis (northeast, southwest, etc.) in search of contrasts. Or--if one was daring--the proposals could be separated on the basis of technical assistance received in proposal development to see if that assistance made a difference, and if so, where it was evident. However, human and financial limitations precluded the luxury of performing all of the tests of difference that might be of interest.

The one theme that continually emerged during discussions about contrasts focused on the difference between "more successful" and "less successful" proposals, which prompted the decision to compare on the basis of success. Probably the most common, and some would say the best, way of making these comparisons would be to perform a median split by rank, and compare the two halves. It would also be possible to compare the funded with all of the unfunded projects, or to compare the top- and bottom-ranked proposals.

Visual inspection of the data comparing the sixty-one funded proposals with the 346 that were not funded confirmed the hunches of the researchers that differences did exist. This inspection narrowed the problem to selecting a comparison strategy that would best demonstrate the differences.

The strategy chosen compared sample extremes--sixty-one highest ranked (funded) proposals with sixty-one lowest ranked proposals--to dramatically illustrate the subtle differences found in the visual scrutiny. In reality, because of a computer idiosyncrasy, only the bottom sixty were selected.

The decision to compare extremes reflected an acceptance of data that had been gathered in a less controlled manner than was preferred, and subjected to translation into a computer format. A comparison of extremes not only should compensate for precision lost during the coding processes, but also could magnify differences beyond the level of actual existence. Although this possibility exists, in the investigators' best judgment, the real differences are, if anything, greater than those reported.

General Comparisons of Top- and Bottom-Ranked Proposals

The quality of the data allowed for seventy-two "safe" comparisons along the eight dimensions used in the preceding chapter. Of these comparisons, thirty-five were significant at the $p > .05$ level, and ten others were significant at the $.1 > p > .05$ level. Thus, sixty-three percent were significant at the $p > .1$ level, and nearly half were significant at the $p > .05$

level. Appendix D gives a complete summary of all seventy-two comparisons.

Seven comparisons were specific numbers, such as number of members on a policy board. The other sixty-five comparisons related to either quality or completeness of a proposal, and conceivably related to high or low ranking. None of the significant comparisons favored the lower ranked proposals. Forty-two comparisons favored the funded proposals--thirty-two at $p > .05$, and ten at $p > .1$. Thus, nearly half of the items that related to quality or completeness favored the funded projects at the more rigorous level, and almost two-thirds favored this group at the less rigorous level. However one might view these data, they suggest differences that indicated higher quality and more complete proposals were more likely to be funded.

Twenty-five of the seventy-two comparisons related directly to requirements in the regulations. Eighteen of the twenty-five comparisons, or seventy-two percent, favored the top-ranked over the bottom-ranked proposals--fifteen at the $p > .05$ level, and three at $.1 > p > .05$. The more highly ranked proposals appeared to demonstrate more evidence of quality and completeness vis-á-vis the regulations than did the lower ranked proposals.

Figure 1 summarizes the comparisons along the seven dimensions. The largest number of comparisons concerned the policy board, the dimension about which the regulations were most definitive. This dimension also had the largest number of significantly different comparisons.

Dimension	Number of Comparisons	Comparisons Not Different	Comparisons Different		Percentage of Comparisons With Difference
			$p > .1$	$p > .05$	
Applicants	4	3	0	1	25
Service Area Demographics	10	4	1	5	60
Policy Board	23	5	4	14	78.3
Personnel	12	5	1	6	58.3
Needs Assessment	8	4	2	2	50
Program	11	4	1	6	63.6
Evaluation	4	2	1	1	50
Totals	72	27	10	35	63

Figure 1.--Summary of Comparisons Between Top- and Bottom-Ranked Teacher Centers Proposals.

The least number of comparisons, and the least number of significant differences, occurred in the applicants and evaluation dimensions. The other dimensions--service area demographics, personnel, program, and needs assessment--were similar in both the number of comparisons and the number of significantly different comparisons.

Comparisons by Dimension

Selected comparisons are presented in this section, with comments on the meaning of the comparisons. For a complete summary, see Appendix D.

Applicants

Only four comparisons were made regarding applicants. These focused on the number of LEAs, IHEs, and others involved in proposal development, and on whether an LEA or an IHE was cited as the grantee. In the only significant comparison, in those proposals where IHEs were involved, a larger number of IHEs characterized the top-ranked proposals (X^2, 8.832 df 3, $p > .05$).

There was a general, though not significant, tendency for more institutions to be involved in top-ranked than in bottom-ranked proposals. More LEAs were cited as grantee in top-ranked than in bottom-ranked proposals, but this difference was not significant either. Tentatively, these data suggested that successful proposals were likely to have more institutions involved in their development than unsuccessful proposals.

Service Area Demographics

Several important differences between top- and bottom-ranked proposals emerged in the service area demographics dimension. Top-ranked proposals cited a larger number of teachers in the service area (X^2 23.356, df 5, $p > .001$), and more frequently cited the intent to serve nonpublic schools (X^2 35.729, df 2, $p > .001$). These were the two most important differences.

At least four comparisons that favored the top-ranked proposals can be referred to as completeness items. In these instances, the top-ranked proposals simply provided information that the bottom-ranked proposals did not. For example, there was more information about the geographic region to be served (X^2 5.406, df 1, $p > .05$), more information about the socioeconomic condition of the target area (X^2 5.247, df 1, $p > .01$), and more information on the ethnic makeup of the target area (X^2 8.016, df 1, $p > .01$). These data suggested that more is better when providing details that might be presumed relevant to understanding a teacher center proposal, a theme that was repeated in other areas.

Top-ranked proposals were likely to be multiple district rather than single district proposals, and tended to provide more specific information on the service area (e.g., number of districts, number of schools to be served, and population density). Although the trends were consistent with these latter data, none of the differences were significant.

Policy Board

Because the regulations were more specific about the policy board, it was possible to perform twenty-three comparisons, more than for the other dimensions. Eighteen of the policy board comparisons were significant at either the $p > .1$ or $p > .05$ level, which suggested that top-ranked proposals were more complete, more specific about addressing the regulations, and provided more detail about the policy board.

Even where comparisons were not significantly different, the tendency was always toward the top-ranked proposals being more complete and providing more detail. For example, nonsignificant comparisons suggested that top-ranked proposals described policy board membership more often, were more specific about the number of school administrators on the policy board, were more likely to cite the term of membership on the policy board, more frequently authorized the policy board to have final staff hiring authority, and were more likely to exercise the prerogative of evaluating the program. Although these were nonsignificant differences, there were many significant differences that fell into the same general areas, and both significant and nonsignificant differences tended to favor the top-ranked proposals.

About representation on the policy board, top-ranked proposals tended not only to be more explicit, but also to involve more people and more groups. For example, these boards had more members (X^2 11.905, df 5, $p > .05$), they involved a larger number of classroom teachers (X^2 16.585, df 4, $p > .01$), and they were more specific in detailing special group representation. The latter included special education teachers (X^2 3.696, df 1, $.1 > p > .01$), vocational education teachers (X^2 6.020, df 1, $p > .02$), higher education representatives (X^2 4.324, df 1, $p > .05$), school board representatives (X^2 3.002, df 1, $.1 > p > .05$), and private school teachers (X^2 8.176, df 1, $p > .01$).

Many of the remaining policy board comparisons related to the regulations. These comparisons were significantly different more often than nonregulation-related items, but the latter were significantly different more often than they were not. The differences always favored the top-ranked proposals.

Importantly, top-ranked proposals specified their process for the selection of policy board members more frequently than did bottom-ranked proposals (X^2 7.670, df 1, $p > .01$). The process of having teachers appointed to the policy board by the bargaining agent differentiated the two groups at an even greater rate (X^2 9.751, df 1, $p > .01$). The other four possibilities for teacher selection to policy boards were not different, as none of the four was used extensively in either top- or bottom-ranked proposals.

The top-ranked proposals were significantly different on other policy board details, including the specification of a member replacement process (X^2 4.167, df 1, $p > .05$), the description of areas of policy board authority (X^2 7.622, df 1, $p > .01$), and the inclusion of statements that policy boards possessed supervisory power (X^2 7.947, df 1, $p > .001$), and could set policy (X^2 3.050, df 1, $.1 > p > .05$).

Finally, more top- than bottom-ranked proposals described the policy board as having the authority to hire staff (X^2 4.215, df 1, $p > .05$). This, to many, represented a most important indicator of policy board authority, which could create problems.

With little doubt, the top-ranked proposals were much more explicit on all aspects of the policy board, and much more willing to provide details about how it was formed and operated. Additionally, these proposals provided a great deal more information that was required by the regulations. These data suggested that proposal developers responded to the regulations, and that proposal reviewers were able to ferret out important aspects of the proposals.

Personnel

Twelve comparisons were made in the personnel dimension, with seven (58.3%) being significant at either the $p > .1$ or $p > .05$ level. Most of these differences occurred because the top-ranked proposals simply provided greater detail concerning staffing plans, e.g., a staffing plan was provided more frequently (X^2 4.354, df 1, $p > .05$).

Professional staff positions were described with greater frequency (X^2 16.082, df 1, $p > .001$), as were the director's responsibilities (X^2 5.679, df 1, $p > .02$), and position qualifications for a variety of other positions (X^2 10.224, df 1, $p > .01$). Interestingly, top-ranked proposals were much more likely to delineate the qualifications of a yet-to-be-named director (X^2 11.311, df 1, $p > .001$).

Top-ranked proposals also cited a larger number of full-time professional staff than did the lower ranked proposals (X^2 20.067, df 4, $p > .001$). There was less of a tendency to cite the salary of the director (X^2 3.306, df 1, $.1 > p > .05$), and little difference in whether or not the proposals specified the selection process.

Finally, there was little difference between the top- and bottom-ranked proposals concerning the role groups from which personnel would come, and the role group that would have the primary instructional reponsibility. This should not be considered a startling result, as both the top- and bottom-ranked proposals tended to rely heavily on classroom teachers.

In general, it can be seen again that more detail and completeness tended to favor the top-ranked proposals. Interestingly, larger staffs tended to be associated with top-ranked proposals, as did more specific descriptions of the qualifications and responsibilities for a director and other staff members.

Needs Assessment

The Teacher Centers Program regulations were quite specific about the use of a needs assessment in the proposal development process. Interestingly, on the two needs assessment comparisons that related to the regulations (provision of needs assessment details and use of data reflecting the needs of pupils), there were no significant differences between top- and bottom-ranked proposals. The same was true with the use of information about the needs of school districts. However, an interesting comparison on the use of information about teachers' needs found that top-ranked proposals used this information less often than did bottom-ranked proposals (X^2 3.677, df 1, $.1 > p > .05$). Although this finding is only marginally significant, it is difficult to explain.

Somewhat more prevalent in top- than bottom-ranked proposals was a description of the needs assessment process (X^2 2.723, df 1, $.1 > p > .05$). Although there was no important difference in the specifics of the descriptions, the funded projects tended to use more new information, primarily obtained by questionnaires.

Two needs assessment comparisons showed marked differences between the top- and bottom-ranked proposals. These focused on a specification of who performed the needs assessment (X^2 9.446, df 1, $p > .01$), and the specification that the project, if funded, would maintain an ongoing needs assessment process (X^2 9.126, df 1, $p > .01$). In both cases, these comparisons favored the top-ranked proposals.

The relatively fewer numbers of comparisons and significant comparisons between the top- and bottom-ranked proposals in the needs assessment dimension probably reflected the state-of-the-art of needs assessment in education. Although the regulations specified the necessity of having a linkage between the needs of children and teacher education programs, that linkage is, at best, difficult to establish and specify in a proposal written for federal funds. One might suspect that needs assessments have educed a fair amount of evasion not only in teacher center proposals, but also in other proposals.

Program

Considering that the regulations were not specific about the details of programs that would emerge from funded teacher center projects, the amount of data available in the proposals was surprising. Because the regulations clearly stated that policy boards were to supervise program development, it would be incongruous to require specific details about programs before the boards had an opportunity to discuss specifics.

Despite the paucity of detail, it was evident in the comparisons and in the general analysis that both top- and bottom-ranked proposals specified the type of program delivery system to be used. Interestingly, top-ranked proposals called for more peer-to-peer inservice activities (X^2 7.738, df 1, $p > .01$), and more workshops (X^2 3.733, df 1, $.1 > p > .05$) than did bottom-ranked proposals.

The purpose of inservice education also was specified more frequently in the top-ranked proposals (X^2 4.354, df 1, $p > .05$). Whereas the bottom-ranked proposals most frequently stated credentialing and personal growth as purposes, the funded projects focused more often on materials development. Additionally, the top-ranked group specified the inservice content focus more frequently than did the bottom group (X^2 4.324, df 1, $p > .05$), but the content area specified did not appear to be different.

As required by the regulations, the top-ranked proposals detailed information about their teacher center facility more frequently (X^2 8.239, df 1, $p > .01$), and were more definitive about who would be eligible to participate in teacher center activities--teachers were clearly the primary clients (X^2 7.149, df 1, $p > .01$).

Top-ranked proposals also specified more frequently the existence of an advisory function (X^2 5.874, df 1, $p > .05$). For the last three items compared in the program dimension, no significant differences were found. These items specified voluntary or mandatory program participation (almost every proposal specified voluntary involvement), operating hours for the teacher center, and provisions for release time for teachers. Although the comparisons on these items were not significantly different, they did tilt toward the top-ranked proposals.

Again, the comparisons in the program dimension confirmed the theme that top-ranked proposals provided more detail and better addressed the regulations than did the lower ranked proposals. It is important to emphasize that although some of the comparisons were not significantly different, every comparison favored the top-ranked over the bottom-ranked proposals.

Evaluation

Two of the four comparisons in the evaluation dimension were significant, one of which related to the regulations. Top-ranked proposals provided evaluation plans, required by the regulations, more frequently than did bottom-ranked proposals (X^2 6.170, df 1, $p > .02$), and in addition, the top-ranked proposals provided information on an evaluation budget, although this was not required (X^2 3.316, df 1, $.1 > p > .05$). The comparison groups did not differ significantly on provision of documentation/dissemination plans, also required by regulation, or on the specification of who would conduct evaluation and dissemination activities.

Although the data were skimpy, there appeared to occur in the evaluation dimension a similar phenomenon to the needs assessment dimension. That is, proposal developers tended to provide minimal information probably because these areas demand high levels of expertise, but are at fairly primitive states of development within the profession.

Summary

On each relevant comparison, top-ranked proposals addressed the regulations and provided information, description, and detail at more frequent and higher levels than did the bottom-ranked proposals. It would appear that the regulations worked appropriately, and that the review process was able to distinguish proposals that addressed the regulations more completely and qualitatively from those that did not. Although these data were not totally comprehensive, they provided some evidence that the regulations were addressable, that the funding review process was fair, and that the reviewers were competent to make distinctions on the basis of the evaluation criteria.

Comparisons of Budget Data

To make comparisons, one should have corresponding sets of data, but as explained in chapter two, budget analysis was performed on only 347 of the 407 proposals. From the sixty-one top-ranked proposals, only fifty-three were amenable to comparison, while from the sixty bottom-ranked proposals, the corresponding figure was fifty-one. The definitions of the budget categories were the same as previously delineated, and for this section, the reader can again refer to the histograms in Appendix C.

Total Budget

A striking difference between the top- and bottom-ranked proposals was apparent in the total budget figures. The mean total budget for the top-ranked proposals was $143,408, whereas the mean for the bottom-ranked proposals was $101,585. These differences were not only significant, (X^2 10.399, df 1, $p > .05$), but also important although difficult to explain. Possibly, more complete proposals were amenable to more specific costing-out processes. In this case, program developers could have felt more comfortable developing larger budgets, because they had detail in their proposals on which to hang budget figures. Another possibility is that reviewers were more impressed with proposals that purported to deliver more services to greater numbers of teachers, which would require higher budgets. Other explanations are also possible, but regardless, the fifty-three top-ranked proposals that received federal funding requested more money.

Specific Budget Categories

Significant differences in several specific budget categories were apparent, reflecting what was found in the analysis of the total budget figures. In six of the nine categories, differences were significant, with one difference significant at $p > .10$ and five significant at $p > .05$. It is perhaps more important to ponder why three of the categories--incentives, consultants, and equipment--showed no significant differences between the two groups.

Both top- and bottom-ranked proposals requested more money for incentives and consultants than for equipment. However, all three categories could be considered of marginal importance to the operation of a teacher center, and therefore would have smaller budgets than the indispensable categories. In addition, proposal writers were conceivably more casual about estimating these three categories. For example, the budget drafters would have no way to specify precisely what the incentives and consultants categories would cost, so that typically they relied on broad estimates. This reliance also might account for the lack of significant differences, as logically it would be harder to justify high figures on the basis of casual estimates. Thus, in preparing a proposal budget, it seems rational that necessary budget items for which costs can be fixed more precisely would be higher, and lower figures would be proposed for the more marginal, casually estimated categories.

Those categories that showed significance are also worthy of mention. The top-ranked proposals had larger budget figures for personnel (X^2 8.135, df 1, $p > .01$), for contractual services (X^2 3.302, df 1, $.1 > p > .05$), for professional resources (X^2 4.602, df 1, $p > .05$), for travel (X^2 8.865, df 1, $p > .01$), for office supplies (X^2 6.225, df 1, $p > .02$), and for the "other" budget items (X^2 10.375, df 1, $p > .01$).

The two largest budget categories that showed significant differences were both in areas where high degrees of specificity were not only possible, but also necessary--personnel and contractual services. It stands to reason that as the budgets were prepared, proposal developers knew more assuredly that funds were necessary for these categories, and thus tended not only to be more precise, but also to cite higher figures. Because of the nature of teacher centers, it is likely that the proposal developers could also be fairly specific about requesting funds for the professional resources category and, probably, the office supplies category. The need for precision, and resultant higher budget figures, would be less true for travel and "other" categories.

Budget Summary

As differences existed between top- and bottom-ranked proposals in the first seven dimensions, differences also existed in the eighth dimension, the budget categories. The top-ranked proposals had a mean total budget almost one-third again as high as the bottom-ranked proposals, $143,408 and $101,585, respectively. Supporting that finding, top-ranked proposals requested higher sums for personnel, professional resources, office supplies, travel, and "other" categories. To a lesser degree, top-ranked proposals also requested higher figures for contractual services.

There were no significant differences in the areas of incentives for participation, consultants, or equipment. Although the explanations for these findings are far from certain, it seems logical that the more complete and thoroughly prepared a proposal was (a characteristic of top-ranked proposals), the more likely that the various elements of the proposal could be costed out with certainty. When costs are more precise, it is more likely that higher figures will result. It is also possible, though probably less likely, that the top-ranked proposals overall showed higher budgets because the reviewers were more impressed by proposals that promised to deliver more services to larger audiences. Naturally, higher budgets should result.

Whatever the reasons, significant differences were found to exist between the top- and bottom-ranked proposals in six of the nine budget categories.

CHAPTER IV

GOING BEYOND THE CONTENT ANALYSIS DATA

Because the term "teacher center" possesses many meanings, it is not surprising that on most of the eight dimensions, the proposals varied a great deal. There were proposals for projects to serve almost every conceivable type of service area, to use a broad range of administrative and organizational structures, and to cover a wide variety of programs. Content ranged from a narrowly focused, single content area serving only classroom teachers, to comprehensive content addressing many needs and serving many clients. Everything between was also proposed. Many proposals looked much like traditional inservice programs, yet many advanced innovative approaches. Plans for needs assessment and evaluation covered the gamut with respect to sophistication. With all these differences, there were similarities, notably the proposed governance systems. One might say that the regulated policy board distinguishes these proposed teacher center projects from other kinds of inservice programs and other kinds of teacher centers. All of the proposals included a formal policy board, albeit variously defined, for teachers to be involved in decision making with regard to their professional development.

All the data collected and analyzed in this content analysis were frequency counts along the eight dimensions. The reader has been warned against considering these frequencies as "typical" of any one proposal. However, in concluding, it seems appropriate and valid to engage in speculative extrapolation of the data, which is risky, but often helpful in establishing a baseline of the typical proposal with which comparisons can be made. With full recognition of the risks, the data are used to develop a hypothetical profile of a representative teacher center.

A Typical Proposed Teacher Center

A hypothetical "Midvale Teacher Center" is in a small city surrounded by a moderately rural area. The Midvale school district is the grantee for the teacher center which operates on a budget of $130,000. Four other school districts are involved, along with Midvale College, and on occasion, the regional educational service agency. The center serves about 1,000 teachers, including those from private schools.

The twenty-member Midvale Teacher Center policy board meets monthly. Its membership consists of twelve teachers (including a special education and a vocational education teacher), three school administrators, two professors from the local college of education, a private school teacher, and two others. Reviews of meeting attendance and minutes make it clear that the local teacher organization has been influential in selecting the teacher members.

Nearly everyone agrees that the policy board has specific, though not complete, authority in governing Midvale Teacher Center. The board is responsible for overall program supervision, which almost everyone applauds. Although the board has no authority to hire staff, the local board of education has honored all of its staffing recommendations. The board gathers information about needs, and evaluates the programs that emerge in response to those needs. Although the policy board does not have as much authority as many would like, this center's governance is perceived as a distinct improvement over the advisory councils associated with some earlier federally supported programs.

The full-time director of Midvale Teacher Center has many years experience as a classroom teacher. Perhaps because the role of director was not well-defined in the proposal or during the selection process, the director is unsure whether the role is more that of an administrator or a teacher of teachers. Nonetheless, the director is charged with implementing the policy board's programs, and also coordinates the day-to-day activities of the center, supervises the personnel, serves as the chief evaluator, and serves as a liaison to other local, state, and national groups. With all of this done in the context of day-to-day administration, the director is undoubtedly a busy person. Some policy board members think that if the role isn't more clearly specified and narrowed, it will be difficult to keep the current director.

Making matters more difficult for the director is a small staff. The director, the only full-time professional, has a full-time secretary and occasional part-time staff members, but they provide less than total support in developing programs for more than 1,000 teachers.

As the proposal was developed, the policy board assessed needs by gathering information from teachers about their students and themselves. Most of these data were gathered by using a questionnaire constructed by the proposal development team. Other available data in the school district (e.g., test scores, curriculum committee reports) supplemented the results of the questionnaire. Some attention was paid also to the needs of the school district as perceived by the administrators. The director, under policy board guidance, is assigned to continue the needs assessment process as long as the center exists.

Midvale Teacher Center activities are open to every teacher within the service area, and no attempt is made to give priority service to elementary, secondary, or special area teachers, or to any other group. On occasion, programs are developed for pricipals and other administrators, and less frequently, the center has supported courses for teacher aides and parents.

The Midvale Teacher Center has as its purpose to promote the general professional development of teachers and to improve their performance on the job. This purpose is usually accomplished by helping teachers to learn new skills that can be used in classrooms, and to develop curricula and instructional materials. Nearly everyone agrees that all of these teacher center efforts should improve student performance.

The manner of program delivery in the center is not all that different from other inservice programs. Interactive workshops and some seminars are prevalent. Perhaps the most important difference from other inservice programs is that more peer-to-peer, advisory, and other individualized programming appear to be available. However, a healthy number of traditional university courses are also offered through the center.

Although the program content is characterized by diversity, the content frequently concentrates on helping teachers develop skills to improve the basic skills of children. In addition, many programs focus on helping teachers work with children who have special needs, and of late, the center has started to offer courses on teacher stress.

Another characteristic that differentiates Midvale Teacher Center from many other inservice programs is that nearly half of the offerings are provided by teachers themselves. Occasionally, staff and local professors, as well as outside consultants, offer instruction. Everyone acknowledges that the ability to hire outside consultants is a direct result of U.S. Office of Education funding.

Programs are usually offered in former school classrooms, but occasionally, activities take place on the Midvale College campus and at other sites outside of the school district.

Activities also occur primarily during school hours, as provisions were made for release time for teachers. Sometimes one finds programs offered after school and, on occasion, in the evening and on weekends.

The goal of the Midvale Teacher Center evaluation process is to find out how the center's programs influence the teaching skills of its clients. However, the policy board acknowledges that it has a long way to go in program evaluation, which currently consists of collecting the perceptions of participants. While no one thinks this is inappropriate, nearly everyone agrees that it is not enough. On occasion, the perceptions of administrators are considered.

Because communication is so vital, Midvale Teacher Center publishes a newsletter twice each month to keep teachers aware of activities. Sometimes flyers supplement the newsletter.

Probably, most readers can see in the preceding scenario some of what they know to exist in a teacher center. Some may offer evidence that in abstracting this profile many important details were omitted; they will maintain that teacher centers both offer and do far more than this scenario suggests. As stated, it is inappropriate to promote the notion of a typical teacher center. However, if one recognizes that diversity characterizes teacher centers, then this profile can be used as a basis to better describe and understand the diversity.

Technical Assistance--Regulation Improvement

This content analysis has disclosed several regulation areas that presented difficulties for proposal developers. It is suggested that federal staff who write the regulations and monitor the projects should examine these areas with the prospect of either improving the regulations or providing technical assistance to explain their application.

Needs Assessment and Evaluation

The needs assessment and evaluation sections of the teacher center proposals were consistently of lower quality than the other sections, with little difference between the successful and unsuccessful proposals. For both needs assessment and evaluation, the proposals provided little explanation of what had occurred, or what was planned. Instead, vague statements and ambiguous commitments were fairly common. A typical needs assessment, when it occurred, gathered teacher perceptions via a written questionnaire. Typical evaluation plans proposed to solicit client perceptions about their assessment of the inservice programs.

In retrospect, it is probably not unusual that teacher center proposal developers experienced difficulties in these areas, because both are underdeveloped in American education, and both require expertise to be well-implemented. The level of competence required to conceive, implement, and report a good needs assessment process is probably rare. It seems possible to restructure the regulations so that the assessment and evaluation requirements could become less demanding, and thus be met more easily. It also seems possible, though probably more difficult, for state education agencies and others to provide technical assistance so that persons developing proposals could create and implement more thorough needs assessment procedures as well as propose more extensive evaluations. Certainly, the provision of technical assistance would work toward enhancement of the profession. However, even if that were the case, the investigators suspect that reviewers and regulation writers envision a higher level of expertise than that possessed by most proposal drafters. As a compromise, the regulations might work better if rendered a little more doable, while technical assistance is stressed for needs assessment and evaluation.

Role of Policy Board

Most proposals responded to the mechanical requirements in the regulations for the policy board. That is, numbers were cited, selection procedures were specified, and the intended ratio of teachers to others was usually stated. However, the regulations were either too vague or overly prescriptive about the policy board's role, depending on how one interprets the regulation concept of "supervision." Many proposals were less than explicit about describing the precise role of the policy board, and the specific authority that it would possess. This may have happened in some cases because the concept of supervision was thought to overlap the legal responsibility of school boards. When this occurs, school authority is predominant. Problems arise when a policy board wants funds, yet cannot extract a strong commitment for exclusive authority over teacher center activities. The result is usually ambiguous commitments embellished with weasel words.

Few would deny that when Congress created the Teacher Centers Program, it intended teachers to have a greater voice in their own professional development. Because it would be inappropriate to suggest that the concept of supervision be weakened in future regulations, it might be helpful to state more explicitly how authority can be translated into operation. To offer a variety of options might also be helpful. For example, the regulations might specify that the policy board member representing the LEA have specific authority to speak for the LEA in teacher center matters.

Role of Teacher Center Staff

The regulations did not address teacher center staffing, and did not require specific descriptions of staff roles or delineation of staff responsibilities. The regulation writers may have wanted these matters addressed at the local level, which would allow the policy board, the grantee, and the potential staff to work out these responsibilities. Although that position is logical, the situation creates a problem for proposal developers

45

as they attempt to work out job descriptions, while appearing to meet the regulation on supervision. The likelihood of a poorly conceptualized set of role descriptions and responsibilities is high, and lack of specificity about staffing can do more to hamper the productivity of a proposed teacher center than most other factors.

It would probably be helpful if the regulations were adjusted to require policy boards, grantees, and perhaps potential staff members to work through these problems before, rather than after, proposal submission. Although specific requirements for descriptions of staff roles would be inappropriate, the regulations could require that a policy board explicitly develop these statements as they draft the proposal; this could lead to more and better communication between the various constituents at the local level, and could give new directors and staff members a good idea of what they can and cannot do, and what is and is not expected of them.

Documentation and Dissemination

Few professionals know what either documentation or dissemination means. These fairly recent inventions in educational circles probably developed in conjunction with federally sponsored programs. At a general level, most proposals dealt with these topics, but because they were less than specific about what the terms mean, they were also less than specific about what they intended to do.

With assistance from professional educators, regulation writers should define both documentation and dissemination, and develop a rationale for these activities. Through these processes both writers and reviewers could better understand what is expected in proposals.

On with the Task

This report has attempted to shed as much light as possible on the first teacher centers that were proposed and that are emerging from the national Teacher Centers Program. Certainly, a great deal has been learned from this content analysis.

It should always be stressed that, to a great extent, the regulations set parameters within which teacher centers can develop. These kinds of regulations can be expected of a federal program that is attempting to address a congressional initiative. On the basis of this content analysis, more work needs to be done to refine the regulations for the Teacher Centers Program.

Since the inception of this project, approximately eighty-nine teacher centers have become operational under the auspices of the national program. On the basis of this report, the authors strongly urge that plans be initiated to document and disseminate what is happening in the teacher centers so that comparisons can be made with what was proposed. It is only through this process that the profession will come to better understand the meaning of teacher centers, and the promise they hold for improved staff development.

APPENDIX A

PROPOSAL DESCRIPTION FORM

I. GENERAL INFORMATION

PR#_____

1. State/Territory_____________

2. List under appropriate categories the number and type of institutions involved and the number and type of grantees:

	LEA	IHE	OTHER-(INTERMEDIATE DISTRICT, BOCES, SERVICE CENTER, ETC.
INVOLVED			
GRANTEES			

3. Does the proposal describe the teacher center physical facility?
Yes______ No______
If yes, check all below that apply, and describe if necessary.

Program Facility
School Bldg. ___________
(Site unspecified)
El./Sec.
School Classrooms______
Room(s) at
Board Office______
Room(s) at other
LEA site______
Room(s) on a
campus______
Other (describe)______
Not described______
Additional Description

Miscellaneous Facilities
Rented Bldg.______
Rented Suite
of Rooms______
Municipal Building______
Mobile Facility
e.g. Van, Bus______
Total School
Building______
Other (describe)______

4. Does the proposal provide for separate administrative offices?
Yes______ No______
If yes, where are they housed?
Office
In Board Office_____
In School_____
On Campus_____
Other (describe)_____

5. Is the proposal described as:
Planning only_____
Planning and Operational_____
Operational Only_____
Not Available,_____, if checked, answer below
Can you reasonably estimate from the proposal if it is planning, planning and operational, or operational only?
Yes______ No______
If Yes, explain:

II. PROGRAM

1. Does the proposal name specific types of instructional personnel?
Yes_______ No_______
If Yes, check below as appropriate:
Teachers_____
Curriculum Specialist_____
Supervisors_____
Principals_____
Professors_____
Consultants_____
State Department Personnel_____
Advisors_____
Teacher Center Staff_____
Parents_____
Community_____
Other (describe)_____

2. Are any of the above role groups given primary responsibility
for instruction? Yes_______ No_______
If Yes, List the groups below.

3. Are the modes for inservice education mentioned or described?
Yes_______ No_______ If yes, check those below that apply
Teacher Center Offerings_____
Peer-to-Peer_____
School District Courses_____
Interactive Workshops_____
Seminars_____
On-the-Job Training_____
Independent Study_____
Visitations_____
University Courses_____
Other (specify)_____
Describe any special features relating to the provision of inservice education.

4. Are the major purposes of inservice education described or mentioned?
Yes_______ No_______ If yes, check those below that apply
General Professional Development of Clients_____
Improved Job Performance_____
Apply Toward Credential_____
Client Acquisition of New Skill_____
Improved Student Achievement_____
Personal Growth of Client_____
Development Curriculum_____
Develop Materials_____
University Credit_____
Utilization of Research Findings_____
Other (Describe)_____

III. PARTICIPANTS

1. Does the proposal list eligible participants? Yes_____ No_____
If yes, check below those mentioned.
All educational personnel (type unspecified)_____
Teacher_____
Paraprofessional_____
Preschool teachers_____
Teachers of Adults
Below College level_____
Counselors_____
Principals_____
Administrators_____
Supervisors_____
Curriculum specialists_____
Other (specify)_____
Librarians_____
Media specialists_____
Elementary/Secondary Student_____
Substitute Teachers_____
Part-time Teachers_____
Unemployed Teachers_____
Former Teachers_____
Teacher Interns_____
Parents_____
Community_____

2. Does the proposal give priority to specific participant groups?
Yes______ No______
If yes, list groups below and cite evidence.

IV. STAFFING

1. Does the proposal (either in narrative or budget explanation) specify size of staff? Yes______ No______ If yes______
Number of full time professional staff_____
Number part-time professional staff_____
Full-time equivalency_____
Number of full time paraprofessional staff_____
Number part-time paraprofessional staff_____
Full-time equivalency_____
Number of full time secretarial, clerical or other non-professional support personnel_____
Number of part-time secretarial, clerical, or other non-professional support personnel_____
Full-time equivalency_____

2. Does the proposal include role descriptions for personnel assuming professional positions? Yes______ No______
If yes, list positions below:
Describe the key elements contained in the description for project director:

3. Does the proposal name specific persons to fill professional positions? Yes______ No______ If yes, how many?______
List positions below:

4. Does the proposal include job qualifications for professional positions? Yes______ No______ List Positions:

5. Does the proposal include a selection process for employing professional personnel? Yes______ No______ Describe process:

6. Does the proposal state who has final hiring authority?
Yes______ No______ If yes, list title:

7. Does the proposal state if the project director has:
Administrative Status_____
Faculty Status_____
Can't tell_____

8. Does the proposal state if the project director has:
Administrative function_____
Instructional function_____
Can't tell_____

9. Does the proposal specify the director's salary?
Yes______ No______
If yes, record______

V. SERVICE AREA

1. Is the service area identified? Yes______ No______
If yes, check all appropriate.
State_____
County/Intermediate Unit_____ Discrete_____ Consortium_____
Multi-district_____
Single district_____
Sub-district_____
Single school_____
Other (describe)_____

2. Is any of the following information provided? Yes_____ No_____
If yes, record below:
# of districts eligible to be served_____
# of schools eligible to be served_____
# of teachers eligible to be served_____
# of students eligible to be served_____
Grade levels or subject areas of teachers to be served

3. Is any geographic description of the service area provided?
Yes______ No______ If yes, describe below:

4. Is any socio-economic description of the service area provided?
Yes______ No______ If yes, describe below:
Economic:
Ethnic:
Transiency:

5. Is any description of population density provided: Yes______
No______ If yes, describe below:

6. Are non-public schools included in the service area?
Yes______ No______ Unspecified______

VI. POLICY BOARD

1. Does the proposal present the membership of the policy board?
   Yes______ No______ If yes, how many members are there?____

2. Does the proposal describe the composition of the policy board?
   Yes______ No______ If yes, fill in the appropriate numbers below:
   Elementary teachers____
   Middle School teachers____
   Secondary teachers____
   Spec. Ed. teachers____
   Voc. Ed. teachers____
   Other non-teaching, non-administrative professional school personnel____
   Community, parents and/or other representatives____
   Paraprofessionals____
   Higher Ed. Reps.____
   School administrators____
   School Board members____
   Private school teachers____
   Private school administrators____
   Other (specify)____

   *Note: If elementary, secondary breakdown not given, place # of teachers in first category and circle the number.

   Record any additional information from proposal necessary to understand the composition of the policy board below.

3. Are the processes of the policy board documented in any way?
   Yes______ No______ If yes, answer below as appropriate.
   Date of policy board formation____________________
   Policy board minutes submitted? Yes______ No______
   Number of policy board meetings held______
   Policy board bylaws or procedures described: Yes____ No____
   Term of board membership stated: Yes______ No______
   Member replacement procedures specified: Yes______ No______
   Cite additional or unique policy board procedures below:

4. Is the selection process for the teacher membership on the policy board described? Yes______ No______
   If yes, check appropriate method below:
   A. Agreement between LEA and bargaining agent____
   B. Appointment by bargaining agent____
   C. Appointment by teacher organization with largest number____
   D. Voting by teachers____
   E. Another method which allows teachers or teacher organizations to nominate or select____
   Describe:
   F. Combination of above____
   Cite combination:

   Present any information from proposal which relates to the selection of teachers for the policy board and is not included above.

5. Does the proposal contain statements that specify the authority of the policy board? Yes______ No______ If yes, briefly describe these statements.

6. Does the proposal contain documentation that specifies the authority of the policy board (i.e. signed letters or statements)? Yes______ No______ If yes, briefly state content of documentation and role of grantor for each instance.

7. Record the title of the certifying representative listed on the proposal cover page (Form OE 335-2).
Title______________________________

VII. NEEDS

1. Does the proposal specifically state needs? Yes______ No______
If yes, list them below:

2. Are the needs drawn from a needs assessment process? Yes_____
No_____ If yes, describe the process below.

3. Check below the types of data provided, whether it was existing or new, and if it dealt with student or teacher needs, if appropriate. In addition, indicate if the data represents a sample.

DATA TYPE	EXISTING	NEW	STUDENT	TEACHER	SCHOOL PROGRAM	SAMPLE
SOCIO ECONOMIC						
SOCIAL CLIMATE						
DEMOGRAPHIC						
ACHIEVEMENT TEST						
STATE SELECTED STANDARDIZED						
DISTRICT SELECTED STANDARDIZED						
CRITERION REFERENCE						
ATTENDANCE PATTERNS						
ACCREDITATION						
CLASSROOM OBSERVATION						
INTERVIEWS WITH:						
ADMINISTRATORS						
TEACHERS						
COMMUNITY						
STUDENTS						
WRITTEN SURVEYS OF:						
ADMINISTRATORS						
TEACHERS						
COMMUNITY						
STUDENTS						
OTHER						

4. Does the proposal state who conducted the needs assessment?
Yes______ No______ If yes, check all that apply:
Policy Board_____
Administration_____
Teacher Organizations_____
School Board_____
Curriculum Committees_____
Other_____

5. Does the proposal contain provision for an on-going needs assessment process? Yes______ No______ If yes, describe below:

VIII. DOCUMENTATION/DISSEMINATION

1. Does the proposal provide for the documentation of project activities? Yes______ No______ If yes, describe below:

2. Does the proposal provide for the dissemination of project results? Yes______ No______ If yes, describe procedures below.

IX. EVALUATION

1. Does the proposal describe or present an evaluation plan?
Yes______ No______ If yes, briefly describe the plan below.

2. Does the proposal specifically link the evaluation plan with the needs assessment process? Yes______ No______
If yes, cite evidence below.

3. Does the proposal describe specific evaluation areas? Yes_____
No_____ If yes, check those below that apply.
Effectiveness as perceived by teacher_____
Effectiveness as perceived by administrators_____
Degree to which teachers' individual needs are met_____
Degree to which the high priority training needs of school systems are met_____
Relationship of training programs to substance of curriculum in classroom of participants_____
Impact on teaching skills_____
Proximity to schools and communities of participants_____
Proportion of training during "regular" school hours_____
Degree of teacher input into program development and implementation_____
Extent of which programs are more comprehensive and systematic than traditional inservice programs_____
Amount of teacher interaction and sharing of classroom successes_____
Increase in utilization of new learning concepts, approaches, and research findings_____
Degree to which teachers are better prepared in high priority staff development needs areas, such as mainstreaming, basic skills, reading, energy education_____
Impact in terms of the above on other forms of inservice education_____
Other (describe)_____

4. Does proposal state who will perform evaluation (i.e., role group, position, internal, external, etc.)? Yes____ No____
If yes, give relevant details

5. Is there a specific budget category for evaluation in the proposal? Yes______ No______
If yes, give amount and describe how money will be spent.

X. MISCELLANEOUS

1. Does the proposal specify or describe specific inservice education opportunities, activities, content areas, or foci?
Yes______ No______
If yes, list below and identify the targeted client group or groups if indicated.

2. Does the proposal specify interaction with other Federal, State or Local programs or activities? Yes______ No______
If yes, describe below.
FEDERAL
STATE
LOCAL

3. Does the proposal specify an advisory function (i.e. voluntary linkage to classroom for follow-up activities)
Yes______ No______
If yes, describe below.

4. Does the proposal state if teacher involvement is:
Voluntary____
Mandatory____
Can't tell____
Explain below

5. Does the proposal state operating times? Yes______ No______
If yes, check below as appropriate:
School hours____
Late afternoons____
Evenings____
Weekends____
Other (describe)____

6. Does the proposal contain provision for released time?
Yes______ No______ If yes, describe:

XI. BUDGET

1. Record budget figures for first year budget from categories listed in Federal Budget Form.
   a. Personnel____
   b. Fringe benefits____
   c. Travel____
   d. Equipment____
   e. Supplies____

f. Contractual_____
g. Construction_____
h. Other_____
i. Total direct_____
j. Indirect_____
k. Total_____

2. Does the proposal contain estimates of second and third year budgets? Yes_______ No_______
If yes, record them below.
2nd year_____
3rd year_____

3. Does the proposal contain a budget explanation in addition to the required forms? Yes_______ No_______
If yes, record categories and amounts and give brief description of what categories mean.

XII. NOTEWORTHY ELEMENTS

1. Does the proposal contain any ideas, strategies, activities, or procedures that you, as a reviewer, think are worthy of special note? Yes_______ No_______
If yes, describe below.

APPENDIX B

DATA TABLES FOR 407 TEACHER CENTERS PROPOSALS

57

Table 1.

Institutions Cited in Proposals as Grantee

Institution	Frequency	Percentage
LEA	293	72.0
IHE	43	10.6
Other*	69	17.0
Not cited/unclear	2	0.4
Total	407	100.0

*Primarily regional educational service agencies.

Table 2.

LEA(s) Involved in Development of Teacher Centers Proposals

Number Cited	Frequency	Percentage
0	57	14.0
1	201	49.4
2	20	4.8
3-5	41	10.1
6-20	69	17.0
More than 20	19	4.7
Total	407	100.0

Table 3.

IHE(s) Involved in Development of Teacher Centers Proposals

Number Cited	Frequency	Percentage
0	180	44.2
1	153	37.6
2	36	8.8
3-5	72	7.9
6-10	6	1.5
Total	407	100.0

Table 4.

Other Agencies Involved in Development of Teacher Centers Proposals

Number Cited	Frequency	Percentage
0	297	73.0
1	98	24.1
2	6	1.5
3	1	0.2
More than 3	5	1.2
Total	407	100.0

Table 5.

Description of Service Area Included

	Frequency	Percentage
Yes	366	89.9
No	20	4.9
Unclear	21	5.2
Total	407	100.0

Table 6.

Number of Districts Eligible

	Frequency	Percentage
Single school	2	0.5
Sub District	18	4.4
Single District	134	32.9
Two Districts	36	8.8
3-5 Districts	62	15.2
6-20 Districts	82	20.1
More than 20 Districts	36	8.8
Not specified/Unclear	37	9.3
Total	407	100.0

Table 7.

Number of Teachers Eligible

	Frequency	Percentage
1 through 99	13	3.2
100 through 349	39	9.6
350 through 1999	136	33.4
2000 through 7999	67	16.5
8000 or more	18	4.4
Not specified/Unclear	134	32.9
Total	407	100.0

Table 8.

Other Service Area Details

Type of Area

	Frequency	Percentage
Urban	81	19.9
Rural	126	31.0
Suburban	31	7.6
Not included/Unclear	169	41.5
Total	407	100.0

Table 9.

Nonpublic Schools Included in Service Area

	Frequency	Percentage
Yes	276	67.8
No	54	13.3
Unclear	77	18.9
Total	407	100.0

Table 11.

Membership of Policy Board Described

	Frequency	Percentage
Yes	387	95.1
No	15	3.7
Unclear	5	1.2
Total	407	100.0

Table 12.

Number of Policy Board Members Specified

	Frequency	Percentage
Less than 10	32	7.9
10 through 14	98	24.1
15 through 19	123	30.2
20 through 25	76	18.7
more than 25	53	13.0
not specified/unclear	25	6.1
Total	407	100.0

Table 10.

Other Service Area Details Included

	Yes		No		Unclear		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Geographic	317	77.9	71	17.5	19	4.6	407	100
Socioeconomic	208	51.1	182	44.7	17	4.2	407	100
Ethnic	133	32.7	116	28.5	158	38.8	407	100
Population Density	175	43.0	212	52.2	20	4.8	407	100

Table 13.

Policy Board Composition

TEACHERS

	Elementary		Middle		Secondary		Special Ed.		Voc. Ed.	
#	F	%	F	%	F	%	F	%	F	%
1	23	5.7	58	14.3	51	12.5	184	45.2	195	47.9
2	47	11.5	45	11.1	58	14.3	45	11.1	25	6.1
3	51	12.5	22	5.4	43	10.6	13	3.2	5	1.2
4	40	9.8	8	2.0	23	5.7	3	0.7	1	0.2
5.	35	8.6	4	1.0	27	6.6	1	0.2		
6	20	4.9	1	0.2	14	3.4	0	0.0		
7	9	2.2	2	0.5	6	1.5	1	0.2		
8	13	3.2	1	0.2	7	1.7				
9	15	3.7	0	0.0	4	1.0				
None or Unspecified	154	37.9	266	65.3	174	42.7	160	39.4	181	44.6
Total	407	100.0	407	100.0	407	100.0	407	100.0	407	100.0
$\bar{x}$	4.0		2.0		3.2		1.3		1.1	
S. D.	2.2		1.3		1.9		0.8		0.4	

OTHER REPRESENTATIVES

	Community		Paraprofessionals		Higher Education		School Administrators	
#	F	%	F	%	F	%	F	%
1	44	10.8	8	2.0	190	46.7	54	13.3
2	15	3.7	1	0.2	73	17.9	64	15.7
3	11	2.7			21	5.2	55	13.5
4	1	0.2			21	5.2	34	8.4
5	1	0.2			2	0.5	17	4.2
6					5	1.2	12	2.9
7							3	0.7
8					1	0.2	2	0.5
9					2	0.5	7	1.7
None or Unspecified	335	82.4	398	97.8	92	22.6	159	39.1
Total	407	100.0	407	100.0	407	100.0	407	100.0
$\bar{x}$	1.6		1.1		1.7		2.9	
S. D.	0.9		0.3		1.3		1.8	

	School Board		Private School Teachers		Private School Administrators		Other	
#	F	%	F	%	F	%	F	%
1	48	11.8	134	32.9	34	8.4	79	19.4
2	102	25.1	42	10.3	8	2.0	64	15.7
3	23	5.7	13	3.2	1	0.2	25	6.1
4	8	2.0	3	0.7			16	3.9
5	1	0.2	2	0.5	1	0.2	8	2.0
6	5	1.2					6	1.5
7	2	0.5					4	1.0
8	1	0.2	1	0.2			2	0.5
9	2	0.5			1	0.2	6	1.5
None or Unspecified	215	52.8	212	52.2	362	89.0	197	48.4
Total	407	100.0	407	100.0	407	100.0	407	100.0
$\bar{x}$	2.2		1.4		1.5		2.4	
S. D.	1.3		0.9		1.3		1.9	

Table 14.

Selection Process for Teacher Membership of Policy Board*

	Frequency	Percentage
Agreement between LEA and bargaining agent	25	6.1
Appointment by bargaining agent	115	28.3
Appointment by teacher organization with largest number	47	11.5
Voting by teachers	89	21.9
Another method for teacher nomination or selection	50	12.3
Not specified/Unclear	111	27.2

*Totals are not appropriate because some proposals indicated a combination of selection options.

Table 15.

Details of Policy Board Meetings

Date of Policy Board Formation

	Frequency	Percentage
Before 12/77	32	7.9
12/77 - 1/78	23	5.7
2/78	75	18.4
3/78	76	18.7
Other	9	2.2
Not included/Unclear	192	47.1
Total	407	100.0

Number of Meetings Held

	Frequency	Percentage
1 - 3	60	14.7
4 - 6	54	13.3
7 - 10	13	3.2
More than 10	11	2.7
Not included/Unclear	269	66.1
Total	407	100.0

Table 16.

Other Policy Board Details Described: Policy Board Minutes, Bylaws, Terms of Membership, Member Replacement Procedures, Member Selection Process, Other

	Policy Board Minutes		Policy Board Bylaws		Term of Membership	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Yes	141	34.6	98	24.1	87	21.4
No	256	62.9	302	74.2	312	76.7
Not described/Unclear	10	2.5	7	1.7	8	1.9
Total	407	100.0	407	100.0	407	100.0

	Member Selection Process		Member Replacement Procedures		Other Procedures	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Yes	296	72.7	77	18.9	32	7.9
No	96	23.6	322	79.1	361	88.7
Not described/Unclear	15	3.7	8	2.0	14	3.4
Total	407	100.0	407	100.0	407	100.0

Table 17.

Areas of Policy Board Authority Described

	Frequency	Percentage
Yes	317	77.9
No	74	18.2
Unclear	16	3.9
Total	407	100.0

Table 18.

Areas of Policy Board Authority Indicated*

	Frequency	Percentage
Supervisory Power	193	47.4
Recommends hiring of staff	166	40.8
Has final hiring authority	62	15.2
Monitors and evaluates staff	46	11.3
Determines needs	113	27.7
Determines program	72	17.7
Evaluates program	124	30.5
Prepares budget	51	12.5
Approves budget	82	20.1
Dissemination	62	15.2
Prepares proposals	21	5.2
Contracts with consultants	15	3.7

*Totals are not appropriate since many proposals indicated multiple areas of Policy Board authority.

Table 19.

Policy Board Authority Documented in Proposal*

	Frequency	Percentage
LEA signoff	23	5.7
IHE signoff	3	0.7
Other	33	8.1
Limits on Authority Specified	17	4.2
Authority not documented/Unclear	342	84.0

*Totals are not appropriate since proposals indicated more than one source of authority.

Table 20.

Staffing Plan Included

	Frequency	Percentage
Yes	376	92.4
No	24	5.9
Unclear	7	1.7
Total	407	100.0

Table 21.

Number of Full-Time Staff by Type

	Professional		Paraprofessional		Nonprofessional	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
None	77	18.9	363	89.2	140	34.4
One	157	38.6	29	7.2	221	54.3
Two	73	17.9	9	2.2	31	7.6
Three	56	13.8	3	0.7	9	2.2
4 through 7	35	8.6	3	0.7	4	1.0
8 or more	9	2.2	0	0.0	2	0.5
Total	407	100.0	407	100.0	407	100.0

Table 22.

Number of Part-Time Staff by Type

	Professional		Paraprofessional		Non-Professional	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
None	275	67.6	379	93.1	335	82.3
One	60	14.7	10	2.5	51	12.5
Two	24	5.9	9	2.2	6	1.5
Three	7	1.7	5	1.2	8	2.0
4 through 7	31	7.6	4	1.0	6	1.5
8 or more	10	2.5	0	0.0	1	0.2
Total	407	100.0	407	100.0	407	100.0

Table 23.

Role Descriptions Provided for Professional Positions*

	Frequency	Percentage
Project Director	156	38.3
Assistant Project Director	24	5.9
Teacher Center Director	163	40.0
Assistant Teacher Center Director	21	5.2
Evaluation Specialist	10	2.5
Instructional Specialist	5	1.2
Media/Resource Coordinator	50	12.3
Other	29	7.1

*Totals are not appropriate since proposals described multiple professional positions.

Table 24.

Project Director Responsibilities Delineated*

	Frequency	Percentage
Implements policy	85	20.9
Coordinates day-to-day operations	188	46.2
Recommends program to Policy Board	73	17.9
Supervises staff	119	29.2
Evaluates program	98	24.1
Prepares budget	59	14.5
Controls grant funds	17	4.2
Is liaison to other groups/institutions	116	28.5
Dissemination	111	27.3
Other	46	11.3

*Totals are not appropriate since proposals delineated multiple project director responsibilities.

Table 25.

Status and Function of Project Director

	Status		Function	
	Frequency	Percentage	Frequency	Percentage
Administrative	38	9.3	137	33.7
Faculty/Instructional	44	10.8	7	1.7
Both	46	11.3	54	13.3
Not indicated/Uncertain	279	68.6	209	51.3
Total	407	100.0	407	100.0

Table 26.

Specific Qualifications for Staff Positions Delineated*

	Frequency	Percentage
Project Director	130	31.9
Teacher Center Director	107	26.3
Assistant Teacher Center Director	25	6.1
Evaluation Specialist	4	1.0
Media/Resource Specialist	28	6.9
Other	41	10.1
Not specified/Unclear	185	45.4

*Totals not appropriate since some proposals delineated multiple positions.

Table 27.

Selection Processes for Professional Staff*

	Frequency	Percentage
Affirmative action policies	4	1.0
School District Policies	9	2.2
National Search	1	0.2
Local Search	4	1.0
Policy Board hires	62	15.2
School District hires	58	14.3
Other	15	3.7
Not specified/Unclear	306	75.2

*Totals not appropriate since some proposals indicated multiple processes.

Table 28.

Proposals Naming Specific Persons to Staff Positions*

	Frequency	Percentage
Project Director	59	14.5
Assistant Project Director	13	3.2
Teacher Center Director	29	7.1
Assistant Teacher Center Director	3	0.7
Evaluation Specialist	7	1.7
Other	16	3.9
Named but position not specified	9	2.2
None named	305	74.9

*Totals are not appropriate since some proposals named more than one staff person.

Table 29.

Description of Needs Assessment Process Included

	Frequency	Percentage
Yes	324	79.6
No	55	13.5
Unclear	28	6.9
Total	407	100.0

Table 30.

Types of Data Used in Needs Assessment Process*

	Frequency	Percentage
Classroom Observation	11	2.7
Interview Data	68	16.7
Questionnaires	239	58.7
Socioeconomic	52	12.8
Social Climate	40	9.8
Demographic	45	11.1
State Selected Standardized Test(s)	91	22.4
District Selected Standardized Test(s)	58	14.3
Criterion Referenced Test(s)	38	9.3
Attendance Patterns	28	6.9
Accreditation	19	4.7
Administration Perceived Needs	83	20.4
Teacher Perceived Needs	236	58.0
Community Perceived Needs	45	11.1
Student Perceived Needs	40	9.8
Existing Data	233	57.2
New Data	208	51.1
Student Needs	230	56.5
Teacher Needs	245	60.2
School Program Needs	138	33.9

*Totals are not appropriate since proposals indicated use of multiple types of data.

Table 31.

Needs Assessment: Description of On-Going Process Included

	Frequency	Percentage
Yes	206	50.6
No	189	46.4
Unclear	12	3.0
Total	407	100.0

Table 32.

Who Conducted the Needs Assessment?*

	Frequency	Percentage
Policy Board	101	24.8
Administration	27	6.6
Teacher Organization(s)	32	7.9
School Board	17	4.2
Curriculum Committee(s)	14	3.4
Accreditation Team	4	1.0
State Education Department	13	3.2
Consultants	6	1.5
Other	60	14.7
Not indicated/Unclear	209	51.3

*Totals are not appropriate since proposals specified more than one.

Table 33.

Proposals Described or Estimated as Planning, Operational or Both

	Frequency	Percentage
Planning	51	12.5
Operational	166	40.8
Planning and Operational	165	40.5
Not indicated/ Unclear	25	6.2
Total	407	100.0

Table 34.

Description of Eligible Participants Included

	Frequency	Percentage
Yes	351	86.2
No	48	11.8
Unclear	4	2.0
Total	407	100.0

Table 35.

Grade Level of Eligible Teachers

	Frequency	Percentage
Elementary	4	1.0
Middle	3	0.7
Elementary and Middle	8	2.0
Elementary through High	230	56.5
Other	4	1.0
Not specified/Unclear	158	38.8
Total	407	100.0

Table 36.

Types of Eligible Participants Specified*

	Frequency	Percentage
All education personnel	65	16.0
Teachers	311	76.4
Paraprofessionals	82	20.1
Preschool teachers	27	6.6
Teachers of adults below college level	26	6.4
Counselors	39	9.6
Principals	43	10.6
Administrators	96	23.6
Supervisors	41	10.1
Curriculum specialists	36	8.8
Librarians	25	6.1
Media specialists	24	5.9
Students	36	8.8
Substitute teachers	40	9.8
Part-time teachers	24	5.9
Unemployed teachers	14	3.4
Former teachers	12	2.9
Teacher interns	58	14.3
Parents	71	17.4
Community	46	11.3
Other	28	6.9

*Totals are not appropriate since proposals indicated multiple types.

Table 37.

Primary Participants as Indicated in Proposals

	Frequency	Percentage
Teachers	293	72.0
Interns	3	0.7
Teachers and interns	7	1.7
Other teachers	3	0.7
Other	1	0.2
None indicated/ Unclear	100	24.7
Total	407	100.0

Table 38.

Kind of Teacher Involvement Indicated

	Frequency	Percentage
Voluntary	137	33.7
Mandatory	11	2.7
Not specified/ Unclear	259	63.6
Total	407	100.0

Table 39.

Description of Inservice Purpose Provided

	Frequency	Percentage
Yes	372	91.4
No	28	6.9
Unclear	7	1.7
Total	407	100.0

Table 40.

Inservice Purpose Specified*

	Frequency	Percentage
General professional development of client	244	60.0
Improved job performance	221	54.3
Apply toward credential	61	15.0
Client acquisition of new skill	190	46.7
Improved student achievement	203	49.9
Personal growth of client	135	33.2
Curriculum development	236	58.0
Materials development	198	48.6
University credit	109	26.8
Utilization of research findings	144	35.4
Other	51	12.5

*Totals are not appropriate since some proposals specified more than one purpose.

Table 41.

Description of Inservice Activities Provided

	Frequency	Percentage
Yes	353	86.7
No	48	11.8
Unclear	6	1.5
Total	407	100.0

Table 42.

Type of Inservice Specified*

	Frequency	Percentage
Teacher Center offerings	192	47.2
Peer to peer	161	39.6
School district courses	70	17.2
Interactive workshop	258	63.4
Seminars	140	34.4
On-the-job training	67	16.5
Independent study	64	15.7
Visitations	113	27.8
University courses	153	37.6
Other	126	31.0

*Totals are not appropriate because more than one type of inservice could have been specified.

Table 43.

Advisory Function Specified

	Frequency	Percentage
Yes	103	25.3
No	286	70.3
Unclear	18	4.4
Total	407	100.0

Table 44.

Proposed Interaction with Other Inservice Programs*

	Frequency	Percentage
With other Federal Program	74	18.2
With State program	64	15.7
With Local program	90	22.1
Interaction not specified/ Unclear	239	58.7

*Totals are not appropriate since some proposals specified multiple interactions.

Table 45.

Inservice Focus Indicated*

	Frequency	Percentage
Basic skills	117	28.7
Communication Skills	52	12.8
Classroom Management Skills	65	16.0
Special Needs of Children	90	22.1
Needs of Gifted	36	8.8
Multicultural Education	26	6.4
Individualized Instruction	47	11.5
Competency Based Education	12	2.9
Other	138	33.9
Not specified/Unclear	116	28.5

*Totals are not appropriate since some proposals described more than one area of emphasis.

Table 46.

Types of Instructional Personnel Specified*

	Frequency	Percentage
Teachers	201	49.4
Curriculum specialists	73	17.9
Supervisors	16	3.9
Principals	17	4.2
Professors	145	35.6
Consultants	196	48.2
State Department personnel	29	7.1
Advisors	10	2.5
Teacher Center staff	130	31.9
Parents	13	3.2
Community	34	8.4
Other	32	7.9
Not specified/Unclear	103	25.3

*Totals are not appropriate since some proposals specified multiple types.

Table 47.

Primary Instructional Responsibility Specified in Proposals

	Frequency	Percentage
Teachers	80	19.7
Consultants	38	9.3
Teacher Center staff	44	10.8
Professors	26	6.4
Other	7	1.7
None indicated/Unclear	212	52.1
Total	407	100.0

Table 48.

Type of Facilities Specified*

	Frequency	Percentage
Classroom(s)	88	21.6
Total School Building	18	4.4
District Office space	23	5.7
Other district site	77	18.9
Campus space	43	10.6
Municipal Building	8	2.0
Mobile facility	34	8.4
Rented facility	14	3.4
Multiple facilities	34	8.4
Other	55	13.5
Not specified/Unclear	127	31.2

*Totals are not appropriate since some proposals specified more than one type.

Table 49.

Teacher Center Operating Hours*

	Frequency	Percentage
During school hours	95	23.3
Late afternoons	79	19.4
Evenings	56	13.8
Weekends	49	12.0
Other	23	5.7
Not specified/Unclear	273	67.1

*Totals are not appropriate since some proposals indicated multiple times.

Table 50.

Provision for Release Time Included

	Frequency	Percentage
Yes	270	66.3
No	117	28.8
Unclear	20	4.9
Total	407	100.0

Table 51.

Specific Evaluation Areas Indicated*

	Frequency	Percentage
Effectiveness: teacher perception of	179	44.0
Effectiveness: administrator perception of	95	23.3
Meeting needs of individual teachers	150	36.9
Meeting needs of school system	130	31.9
Program related to classroom curriculum	107	26.3
Impact on teaching skills	163	40.0
Proximity to schools	35	8.6
During regular school hours	18	4.4
Teacher input into program	75	18.4
Compared to traditional inservice	58	14.3
Amount of teacher interaction	84	20.6
Increase in Utilization of new knowledge	110	27.0
Teacher Preparation in High Priority areas	113	27.8
Impact on other forms of inservice	41	10.1
Other	59	14.5
Not indicated/Unclear	152	37.3

*Totals are not appropriate since some proposals indicated multiple areas.

Table 52.

Description of Evaluation Plan Included

	Frequency	Percentage
Yes	307	75.4
No	68	16.7
Unclear	32	7.9
Total	407	100.0

Table 53.

Details of Evaluation Plan Specified*

	Frequency	Percentage
Specific Evaluation Area Indicated	255	62.7
When data will be collected	118	29.0
How data will be collected	184	45.2
Who will collect data	235	57.7
Evaluation linked with needs assessment	190	46.7
Not specified/Unclear	100	24.6

*Totals are not appropriate since some projects specified multiple details.

Table 54.

Evaluation: Who Will Collect Data?*

	Frequency	Percentage
Policy Board	84	20.6
Internal (e.g., Teacher Center Staff)	119	29.2
External (e.g., consultants)	102	25.1
School Administration	9	2.2
Other	9	2.2
Not specified/Unclear	172	42.2

*Totals are not appropriate since some proposals specified more than one.

Table 55.

Amount Specified for Evaluation

	Frequency	Percentage
$500 or less	4	1.0
$501 through $1000	9	2.2
$1001 through $2500	32	7.9
$2501 through $15000	55	13.5
$15001 or more	8	2.0
Not specified/Unclear	299	73.4
Total	407	100.0

Table 56.

Types of Documentation/Dissemination Indicated*

	Frequency	Percentage
Log book	58	14.3
Detailed Project Records	123	30.2
Materials Development	48	11.8
Model Program Development	22	5.4
Press/Media Releases	88	21.6
Newsletter	176	43.2
Professional Journals	51	12.5
Conference/Public Presentations	51	12.5
Videotape Releases	35	8.6
Regional Dissemination Network	41	10.1
Teacher Center Dissemination Network	36	8.8
Other	52	12.8
Not indicated/Unclear	112	27.5

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*Totals are not appropriate since some projects indicated more than one type.

APPENDIX C

HISTOGRAMS OF BUDGET DISTRIBUTIONS

Figure 1

Total Budget: Top-ranked, Bottom-ranked and Total Sample of Proposals

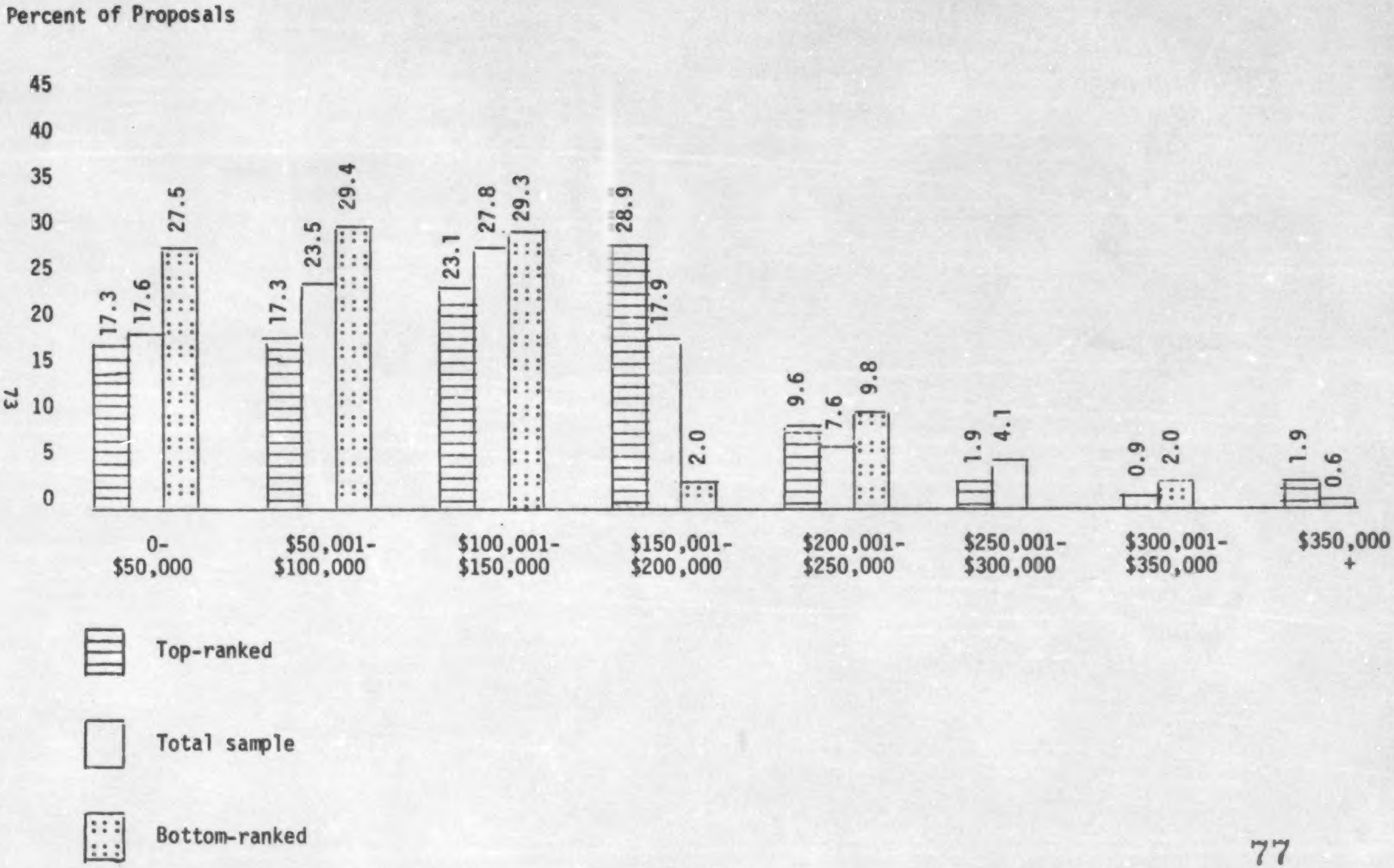


Figure 2

Personnel Budget: Top-ranked, Bottom-ranked and Total Sample of Proposals

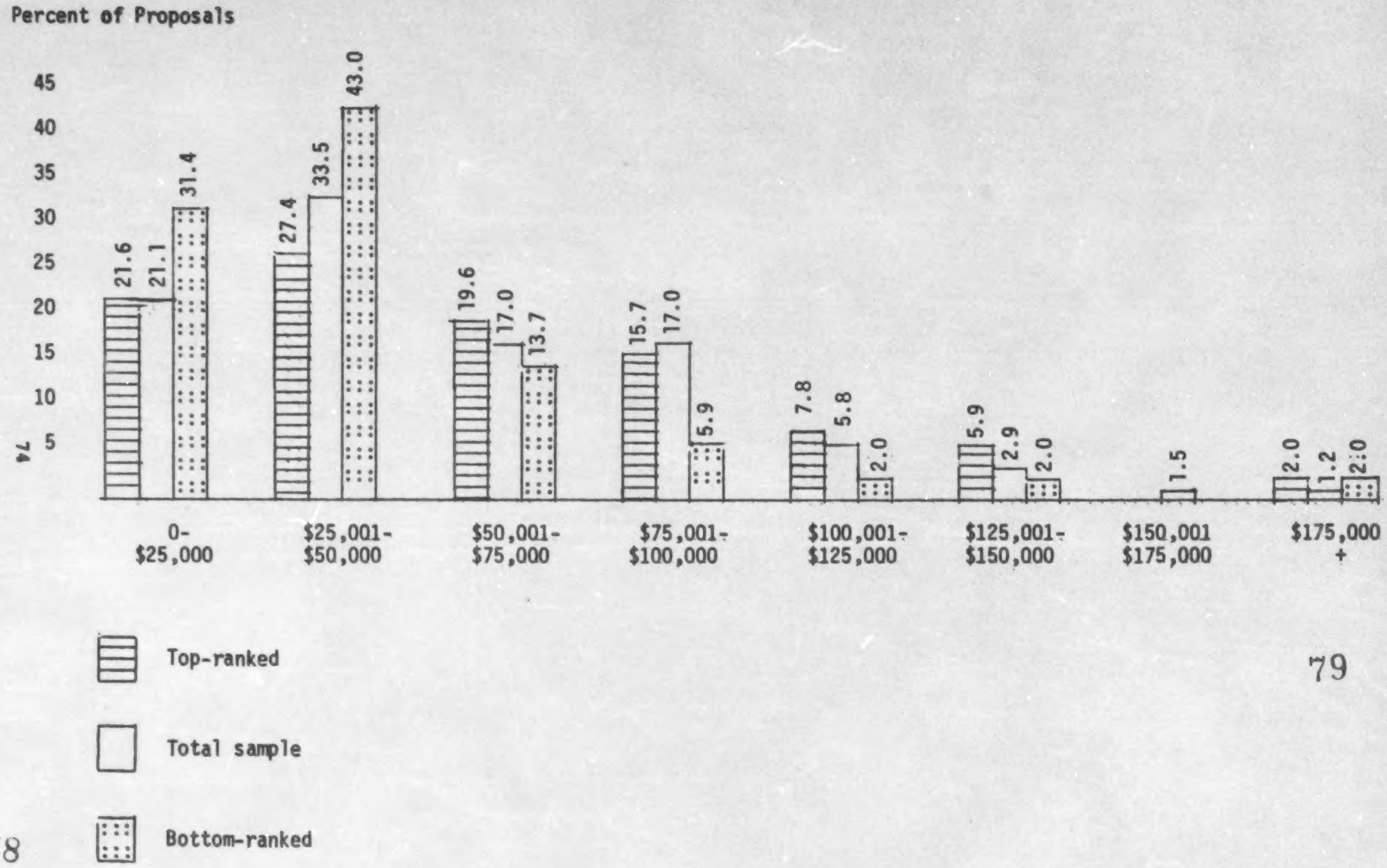


Figure 3

Incentives Budget: Top-ranked, Bottom-ranked and Total Sample of Proposals

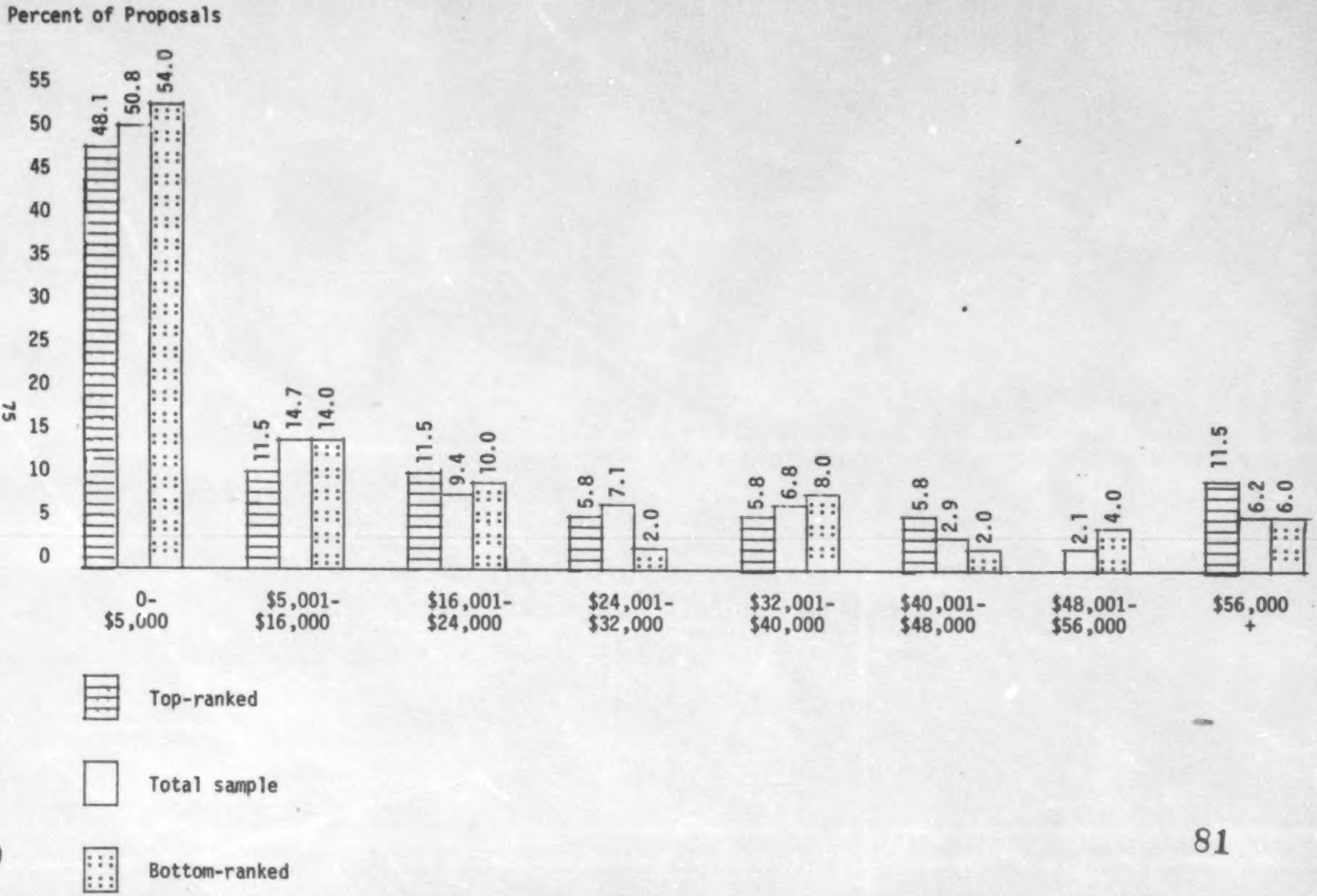


Figure 4

Contractual Budget: Top-ranked, Bottom-ranked, and Total Sample of Proposals

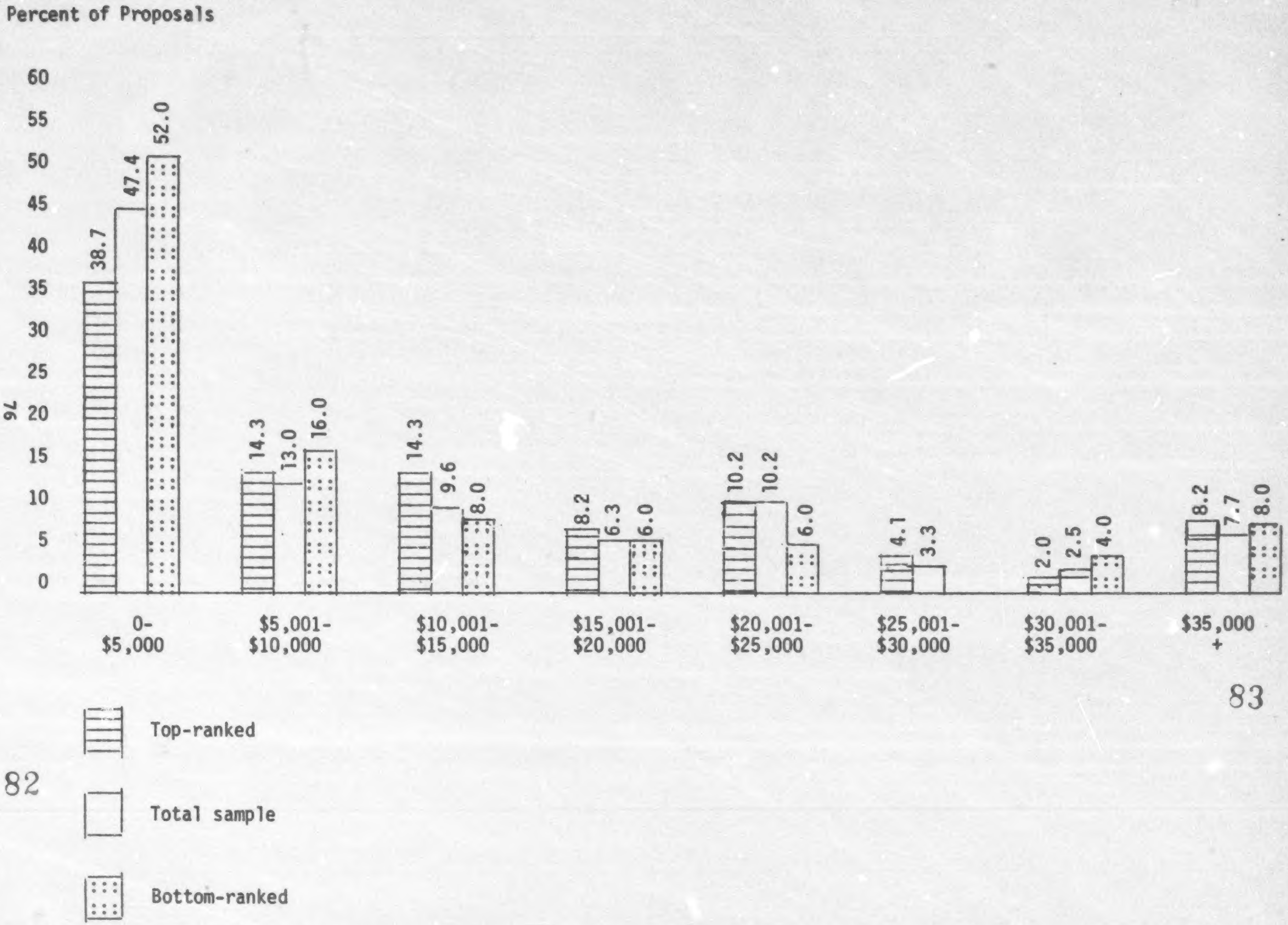


Figure 5

Consultants Budget: Top-ranked, Bottom-ranked and Total Sample of Proposals

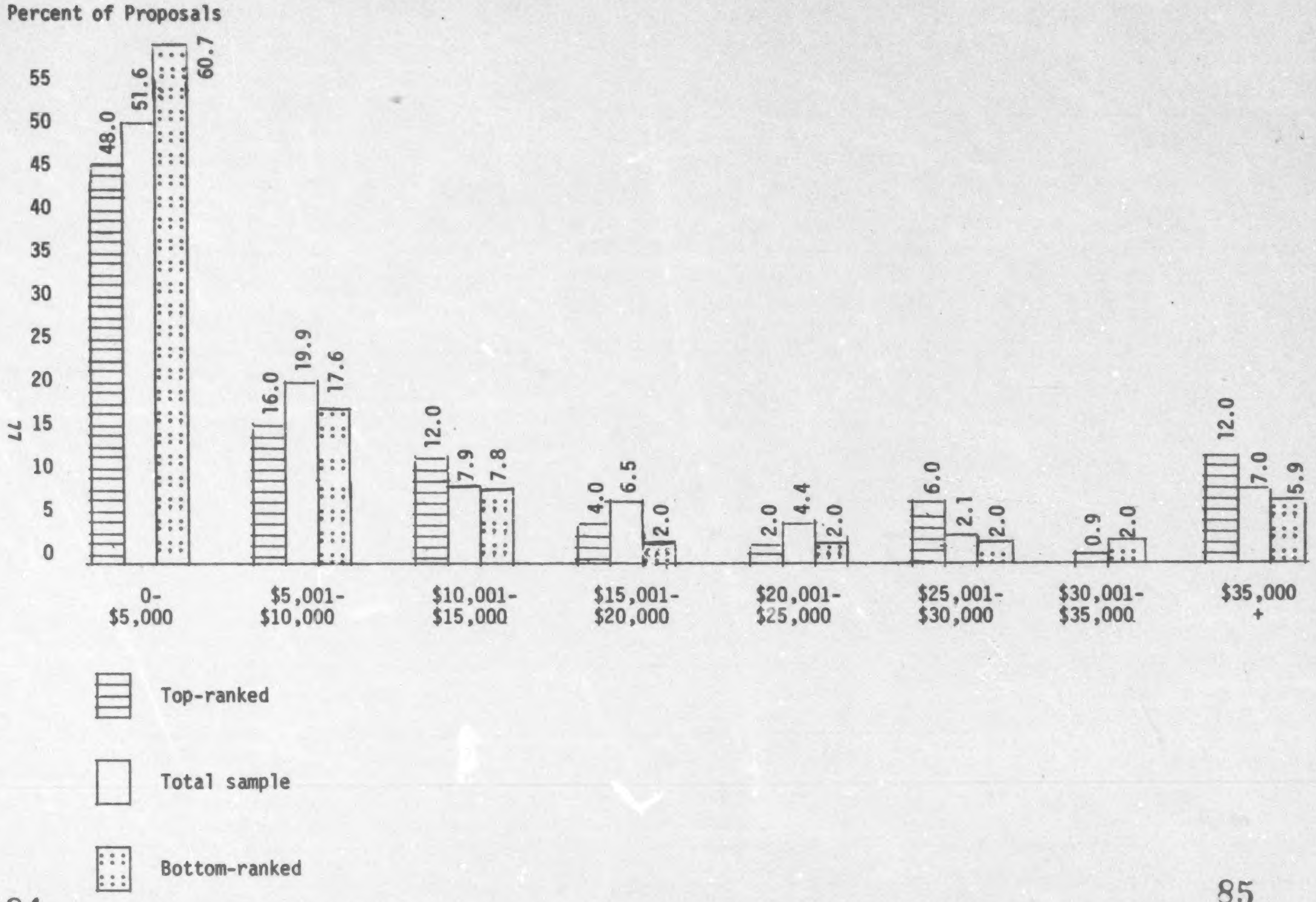


Figure 6

Professional Resource Budget: Top-ranked, Bottom-ranked and Total Sample of Proposals

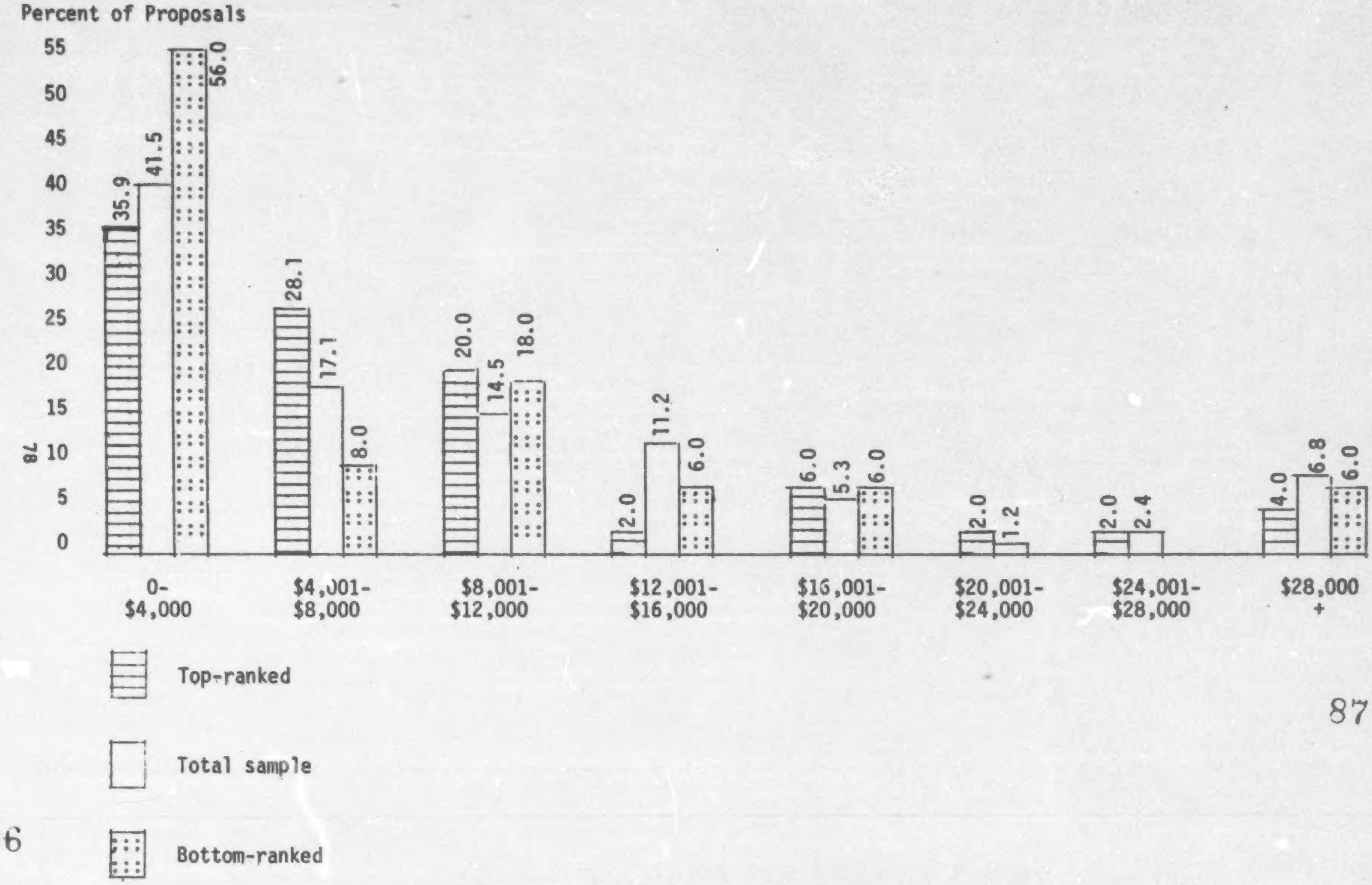


Figure 7

Equipment Budget: Top-ranked, Bottom-ranked and Total Sample of Proposals

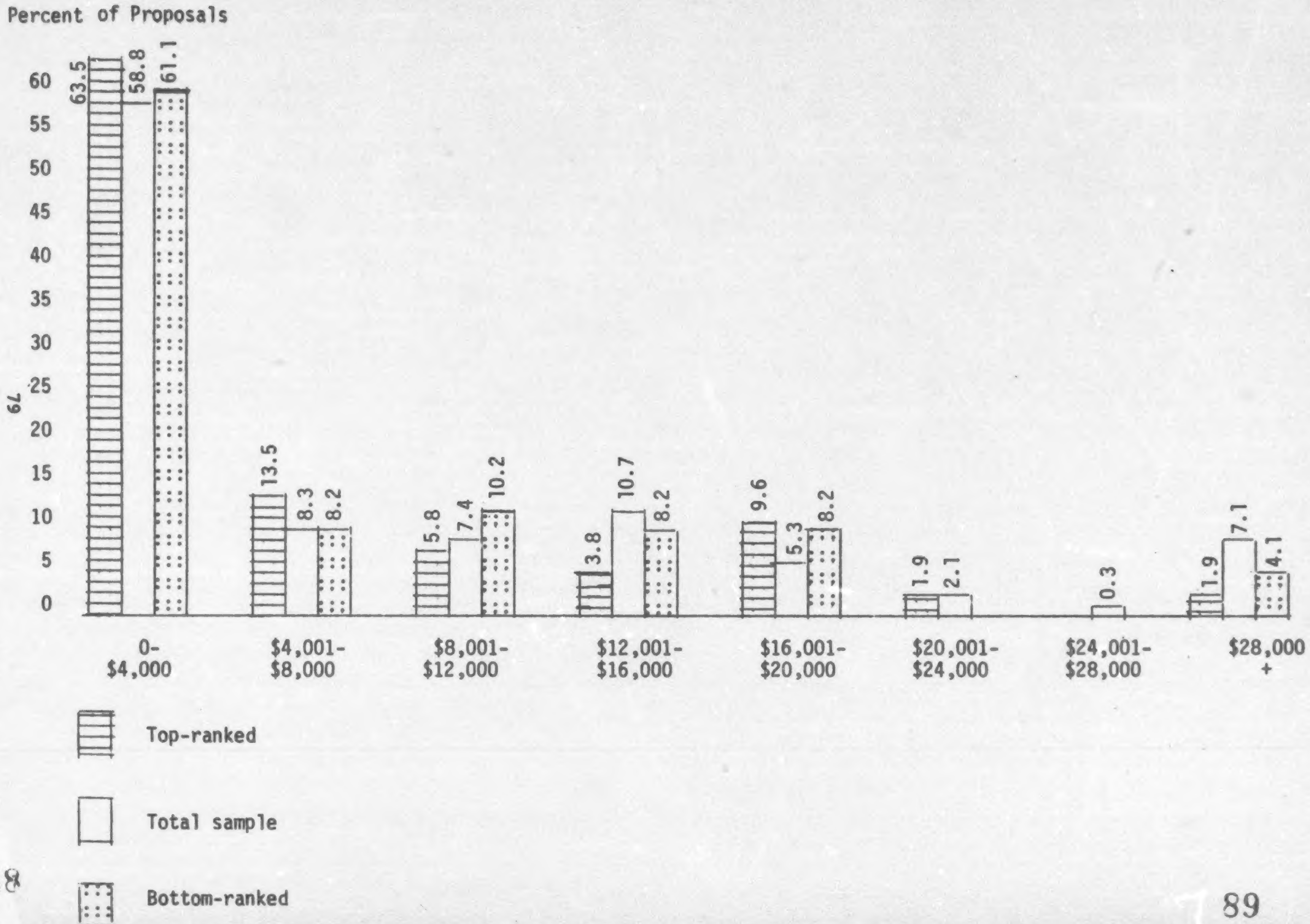


Figure 8

Travel Budget: Bottom-ranked, Top-ranked and Total Sample of Proposals

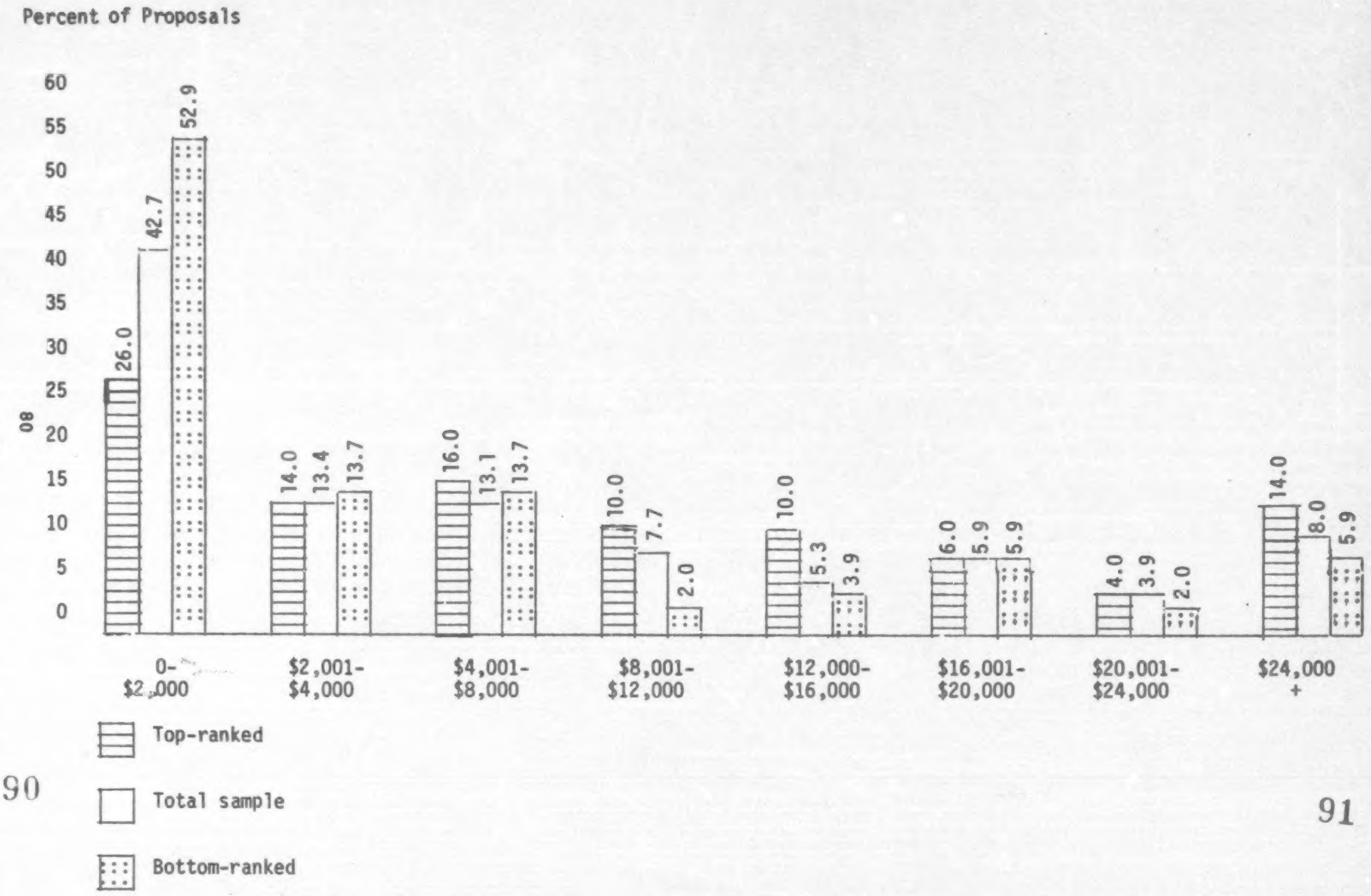


Figure 9

Supplies Budget: Bottom-ranked, Top-ranked and Total Sample of Proposals

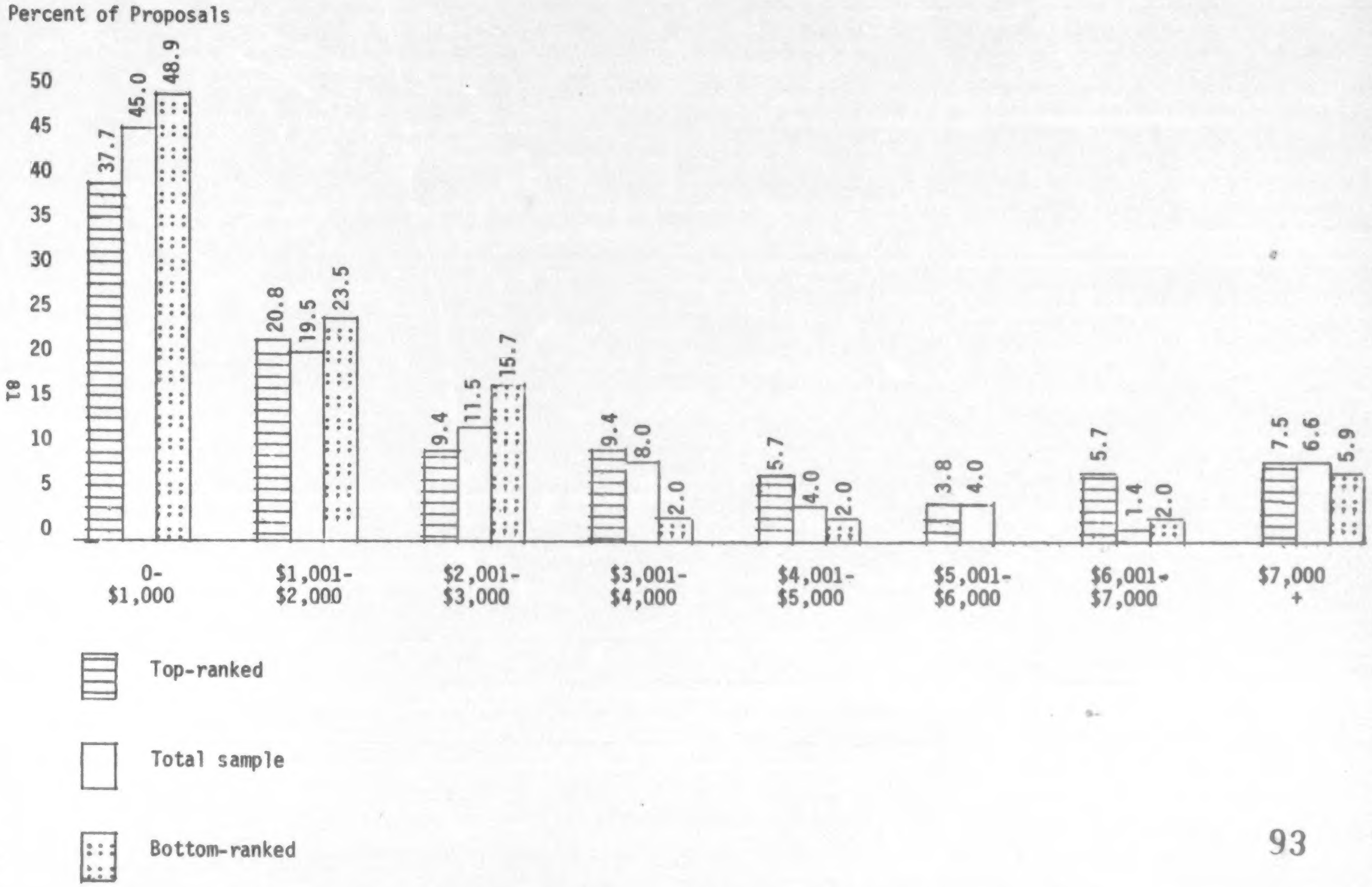
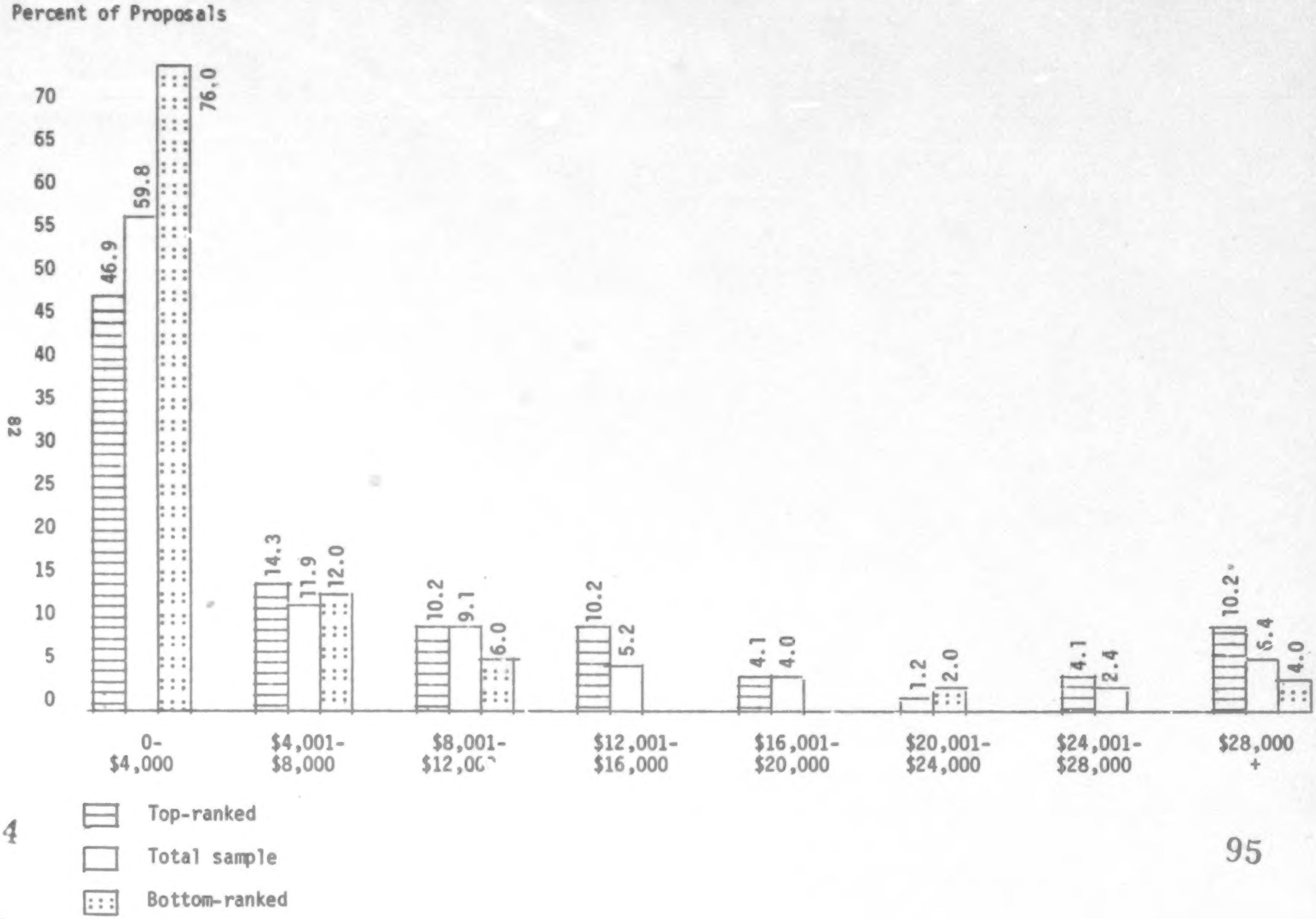


Figure 10

Non-Specified "Other" Budget: Top-ranked, Bottom-ranked, and Total Sample of Proposals



APPENDIX D

SUMMARY OF COMPARISONS OF TOP-RANKED AND BOTTOM-RANKED PROPOSALS

APPENDIX D

Summary of Comparisons of Top Ranked and Bottom Ranked Proposals

Area	Comparison	Result-Top Ranked Compared to Bottom Ranked	X^2 (df)	p	Comparison Related to Regulations
Applicants	# of LEAs in proposal development			N.S.	
	# of IHEs in proposal development	greater	8.832 (3)	>.05	
	# of "others" in proposal development			N.S.	
	institution cited as grantee			N.S.	yes
Demographics of Service Area	Service Area Single or Multiple Districts			N.S.	
	Description Provided			N.S.	yes
	#districts in Service Area	more over 20 less 3 to 5	10.842 (5)	>.10	
	# schools in Service Area			N.S.	
	#teachers in Service Area	more specific, more in over 200 teachers group	23.356 (5)	>.001	
	Geographic description provided	more	5.406 (1)	>.05	
	Socio/Economic description provided	more	5.247 (1)	>.05	
	Racial/Ethnic details provided	more	8.016 (1)	>.01	
	Population Density details provided			N.S.	
	Cited service to non-public schools	more	35.729 (2)	>.001	yes
Personnel	Personnel Description provided			N.S.	
	Types of Personnel cited			N.S.	
	Primary instructors cited			N.S.	
	Staffing plan provided	more	4.354 (1)	>.05	
	# of full time professional staff	greater	20.067 (4)	>.001	
	Professional staff positions described	more	16.082 (1)	>.001	

Area	Comparison	Result-Top Ranked Compared with Bottom Ranked	X^2 (df)	p	Comparison Related to Regulations
	Directors responsibilities specified	more	5.679 (1)	>.02	
	Director Named			N.S.	
	Director Qualifications specified	more	11.311 (1)	>.001	
	Professional Position Qualifications specified	more	10.224 (1)	>.01	yes
	Personnel selection process specified			N.S.	
	Salary of Director specified	more	3.306 (1)	>.10	
Policy Board	Membership Described			N.S.	yes
	# of Policy Board Members	greater	11.905 (5)	>.05	yes
	# of K-12 teachers	greater in 6-10 area	16.585 (4)	>.01	yes
	# of Special Education Teachers specified	more	3.696 (1)	>.10	yes
	# of Vocational Education Teachers indicated	more	6.020 (1)	>.02	yes
	# of higher educators indicated	more	4.324 (1)	>.05	yes
	# of school administrators indicated			N.S.	yes
	# of School Board representatives indicated	more	3.002 (1)	>.10	yes
	# of Private School teachers indicated	more	8.176 (1)	>.01	yes
	Date of Policy Board formation	Earlier and more specified	13.502	>.01	
	Policy Board Minutes provided	more	6.495 (1)	>.02	
	Policy Board Bylaws provided	more	2.805 (1)	>.10	
	Term of Membership specified			N.S.	
	Replacement Procedures specified	more	4.176 (1)	>.05	
	Member Selection Process Provided			N.S.	
	Teacher Members Appointed by Bargaining Agent	more	9.751 (1)	>.01	yes

Area	Comparison	Result-Top Ranked Compared with Bottom Ranked	X^2 (df)	P	Comparison Related to Regulations
	Teacher Member Selection process specified	more	7.670 (1)	>.01	yes
	Policy Board Authority described	more	7.622 (1)	>.01	yes
	Policy Board-Final Hiring Authority			N.S.	yes
	Policy Board Supervision specified	more	7.947 (1)	>.01	yes
	Policy Board to Set Policy Specified	more	3.050 (1)	>.10	yes
	Policy Board Evaluates Program			N.S.	
	Policy Board Hires Staff	more	4.215 (1)	>.05	
Needs Assessment	Description Provided			N.S.	yes
	Needs of Pupils Included			N.S.	yes
	Needs of School District Included			N.S.	
	Needs of Teachers Included	less	3.677 (1)	>.10	
	Details of Process Provided	more	2.723 (1)	>.10	
	Specified data types provided			N.S.	
	Specified Conductor of needs assessment	more	9.446 (1)	>.01	
	Description of ongoing process provided	more	9.126 (1)	>.01	
Program	Types of delivery specified			N.S.	
	Peer-to-peer inservice specified	more	7.738 (1)	>.01	
	Workshops specified	more	3.733 (1)	>.10	
	Description of facility provided	more	8.239 (1)	>.01	yes
	Purpose of Inservice provided	more	4.354 (1)	>.05	yes
	Eligible Participants specified	more	7.149 (1)	>.01	yes
	Focus of programs specified	more	4.324 (1)	>.05	

Area	Comparison	Result-Top Ranked Compared with Bottom Ranked	X^2 (df)	p	Comparison Related to Regulations
	Advisory Function specified	more	5.874 (1)	>.05	
	Voluntary/mandatory participation specified			N.S.	
	Operating Hours specified			N.S.	
	Release Time provided			N.S.	
Evaluation	Documentation/Dissemination plan provided			N.S.	yes
	Evaluation Plan provided	more	6.170 (1)	>.02	yes
	Conductor of Evaluation specified			N.S.	
	Evaluation Budget included	more	3.316 (1)	>.10	